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ABSTRACT

It is the opinion of the Chancellor's Advisory Committee on the Status of Women at UCLA that women at all levels in the university are handicapped. Student women at UCLA are discouraged from majoring in academic areas and from entering graduate school because of the outdated but popular myth that education is wasted on women. Women on the nonacademic staff at the university are also affected by prejudice in various forms. The skills women are urged to acquire, such as typing and shorthand, are remunerated at a rate far lower than that paid for the skills in which men are trained. Indeed, even unskilled men are generally paid more than secretaries. Furthermore, the dearth of on-the-job training programs at UCLA severely limits mobility, trapping many competent women in positions that society has programmed them to seek and accept but which are unworthy of their abilities. Women who persist and earn graduate degrees are rarely accepted into teaching positions at UCLA and most often content themselves with positions in less prestigious universities and colleges. (HS)

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# REPORT OF THE

# CHANCELLOR'S ADVISORY COMMITTEE

# ON THE STATUS OF WOMEN

# AT UCLA

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OFFICE OF THE CHANCELLOR
LOS ANGELES, CALIFORNIA 90024

TO: CHANCELLOR'S ADVISORY COMMITTEE ON THE STATUS OF WOMEN

The purpose of this memorandum is to respond officially to your report on the Status of Women at UCLA. However, before I comment on the specific problems you have identified and the accompanying recommendations, I wish to express, on behalf of the total University community, my sincere appreciation for the service you have performed. The work of your committee has brought into focus many of the problems which face this campus in its relationship to women as members of the faculty, staff, and student body. As a result of your efforts, we are better prepared to deal effectively with the problems you have identified.

In structuring my response, I will first comment on the major problems you have identified by group. Then I will review the campus efforts to date in each area. Thirdly, I will comment on some of the specific committee recommendations and finally, provide some insight into future campus affirmative action plans.

WOMEN ON THE FACULTY:

Summary of Committee Finding:

The major problem of faculty women has three essential components: They are underrepresented throughout the faculty; they are employed primarily in irregular faculty position; and they are concentrated in a limited number of departments.

This assessment of the status of women on the faculty is acknowledged to apply to this campus (as unfortunately, it does to all of higher education in the nation). Recognizing both the inequity and wastefulness of present patterns, a program of correction has been initiated. While the conceptualization and development of this program predates receipt of your report, its aims and motivations are, I believe, essentially consistent with your own.

Basic to this program is the establishment, as an institutional priority, of the need to increase the representation of fully qualified women on the faculty.

On June 5, 1972, Executive Vice Chancellor David Saxon sent a memorandum to Deans of General Campus Schools and Colleges in which he identified several major institutional priorities, including recruitment of women and members of ethnic minorities, which under current conditions of budgetary stringency were not being met successfully through the normal processes of departmental FTE allocation.

Vice Chancellor Saxon announced that effective with the 1973-74 academic year a reasonable proportion of anticipated turnover in roster FTE would be withdrawn from the faculty allocations made to Schools and Colleges to provide a resource pool to meet these institutional needs.

Secondly, on July 31, 1972, I appointed a special search committee with responsibility for identifying academically superior women candidates for appointment to the faculty. Chairing that committee is Professor Bernice Wenzel of Psychology. Serving with her are Professor Fawn Brodie of History, Professor Rosemary Park of Education, Professor Robert Stockwell of Linguistics, and Professor George Wetherill of Planetary and Space Science. The committee was asked to fulfill a twofold charge:

1. To effect a plan which would permit UCLA to move, effective in 1973-74, with a positive program of recruitment of women faculty, utilizing the resource pool of FTE established to meet institutional needs, and

2. To serve as a catalyst in focusing departmental attention upon the availability of qualified and promising women candidates for appointment against regular departmental resources.

In addition, I have asked the Committee to review the qualifications of currently employed nonladder faculty women at UCLA in the expectation that potential candidates may be found within the University.

Third, on August 14, 1972, Vice Chancellor Saxon sent to all Department Chairmen a statement of the status of campus efforts for increasing representation of women and ethnic minorities on the faculty and to seek their cooperation and involvement in the recruitment of qualified women. I quote in part:

"With respect to the recruitment of women, we have only begun to come to grips with the many ramifications of the problem. Committees have been appointed both at the University-wide and campus levels, charged with analysis of the causes for the current imbalance in terms of participation in graduate study and of both academic and non-academic employment and with formulating corrective measures and recommended policy. Based in part on the work of these groups and in part on the self evident fact that women are under represented on the faculty, we have decided to take immediate and positive steps toward the augmentation of the ranks of women faculty at UCLA."

And further from Vice Chancellor Saxon's letter:

". . . it is recognized that only through a basic alteration in past patterns of departmental recruitment can we hope to effect any material change in the current imbalance. Departments must invest the effort necessary to identify women graduates of quality institutions and of their own programs who qualify fully for appointment to fill FTE provided them to meet their own programmatic and workload priorities. Failure to make this investment, or to follow up such investigations with appointment of qualified women where available, may bring with it unwanted and externally imposed controls founded in a commitment to numbers rather than to quality."

Finally, all departments were requested to complete a questionnaire designed to assist in their self-analysis and to provide data to the Chancellor's Office which will serve as a basis for our Federally-required affirmative action program. Departments were specifically instructed to include their own graduate students for consideration as potential faculty candidates.

Before leaving this general topic, I should perhaps emphasize that our commitment is to an increase in numbers without compromise on quality. We seek candidates whose training, intellectual attainments, and promise are consistent with the requirements of the individual's discipline or profession. In this regard, you have expressed the conviction that "Eventually the presence of more women on the faculty will exorcise the remnants of prejudice that endure on this campus." I believe this will result only if the women so appointed are qualified and able individuals.

RESPONSE TO COMMITTEE RECOMMENDATIONS:

Several of the recommendations made by the committee have been implemented and are currently in progress, as described in the previous section. Specifically these include the following which in sometimes modified form were incorporated in Vice Chancellor Saxon's memorandum to Department Chairmen of August 14, 1972, or in the annual "CALL" for academic personnel reviews:

Summaries of Committee Recommendations:

Departments should advertise attempts to recruit qualified women; departments should expand their pool to include UCLA Graduates as candidates for regular faculty positions; departments should document their search for female candidates to *ad hoc* committees considering academic appointments, and departments should place emphasis on recruitment of fully qualified women.

However, I feel compelled to comment on those which have not been implemented, mentioning where appropriate, our future intentions.

Summary of Committee Recommendation:

Initiate a Part-time Program for Women in Ladder Positions.

This proposal has been under discussion at the University-wide level and has had the strong support of this campus. Announcement of the new policy has been delayed by the President only because other elements of the over-all policy affecting the ladder ranks are still under review. If the over-all policy is not promulgated within the near future, we will announce the specific change authorizing part-time service separately so that departmental recruitment efforts for 1973-74 may take advantage of this new option. At the time of publication of this policy, special attention will be drawn also to the fact that age alone is not to determine level of appointment or to preclude nontenured appointment. Such has never been an explicit policy of the University; however, I concur that habit and tradition may have built up artificial barriers which require corrective action. Clearly, level of appointment must be based on individual qualification and potential and not on age alone.

In its current form the new policy does not conform to your recommendations with respect to proportionate extension of permissible pre-tenure service. In part, this is because of conflict with policies of the University and the American Association of University Professors which were designed to protect academic freedom. However, the alternatives elected will, I believe, prove equally effective in assuring that advancement to tenure is determined on a fair and equitable basis. Instead of extension of time to qualify, qualification will be judged on the basis of evidence appropriately reduced in quantitative, but not qualitative, terms. Thus, it is not anticipated that a part-time appointee's record of achievement will be comparable in terms of scholarly productivity to that of a full-time appointee's at the time of advancement to tenure; however, both must reflect evidence of intellectual attainment and promise of future growth.

Summary of Committee Recommendation:

Expand Recruitment Efforts to Include Institutions where Women Are.

While no restrictions have been placed on either the special search committee or the department in determining appropriate recruitment sources, preliminary evidence suggests that the superior institutions from which we normally recruit are currently producing a sufficient number of qualified women candidates to fulfill our needs.

Summary of Committee Recommendation:

Departments should be required to submit annual reports regarding efforts to appoint and promote women.

As you are undoubtedly aware, HEW has only recently issued its "Guidelines" for affirmative action requirements for higher education, which establish specific reporting requirements. In developing the requisite procedures for this campus, we will endeavor to make them consistent with your concerns for accountability at the department level.

WOMEN ON THE STAFF

Summary of Committee Finding:

Considering that the overall number of women employed in staff positions is approximately 55% of our staff personnel, the problems that exist are reflections of societal norms and values which have resulted in various female work-role stereotypes.

Analysis of our work force by the Personnel Department confirms that certain position classifications are filled predominantly by women, whereas others are generally held by men. Further, certain positions which have traditionally been thought of as male positions carry higher compensation than those positions customarily filled by women, although in certain cases the minimum job qualifications appear to be similar. Such situations must be corrected in the University as it is our goal to provide equal opportunities for women in all job categories whether or not they have been previously accepted in those categories. With this as a primary objective, the following is a discussion of our progress to date and programs planned.

RESPONSE TO COMMITTEE RECOMMENDATION:

Officials and Managers

During the year 1972 seven women were added to our Management Program, increasing the proportion of women in that program from 8% at the time of your report to 15% currently. Although this number compares favorably with the proportion of women available for these positions, we will continue our efforts to recruit and promote more women to our highest management positions from both the internal and external available work force. To insure that this is accomplished, departments will be encouraged to utilize search and selection committees, and these committees will include appropriate representation of women. Our recruiting will include special efforts to insure that we reach all those women who are qualified for our higher level administrative positions.

Review of Salary Scales

The Staff Personnel Department is currently in the process of reviewing job classifications for internal consistency relative to salary level, skills, responsibilities, working conditions, etc. In those cases where inconsistencies are seen to exist, we will take immediate corrective action on this campus. Where necessary correctives cannot be effected at UCLA due to University-wide structures, we will pursue the matter with the Office of the President. It must be noted that in some situations we will be constrained by University and State of California policies requiring that positions at the University be assigned salaries commensurate with salaries paid in industry and other agencies for comparable work.

Sex-Stereotyping in Hiring

The Staff Personnel Department has identified a list of job classifications in which women appear underrepresented on the basis of skills, experience and ability, and where women are available for these positions, they are being referred for hire. In those cases where relatively low proportions of women are placed in positions because of lack of training, the Personnel Department has been instructed to investigate the feasibility of developing appropriate training programs.

Counseling

Funds have not been available for establishment of a formal career counseling program for staff employees as recommended in your report. It is felt, however, that the problems which prompted this recommendation can be solved in large part by the development of career ladders which include specifications as to education, training, and experience necessary to move up those ladders. Further, the Personnel Department is currently in the process of revising transfer procedures to facilitate and encourage promotional transfers between departments.

Affirmative Action

Since the receipt of the Advisory Committee report, data collection programs have been developed in which analysis of sex and ethnic identification

of staff personnel in categories of job classification, departments, and general salary levels can be achieved. In addition, the Staff Personnel Department is now maintaining records of the sex and ethnic background of job applicants accepted and rejected.

Maternity Leave for Nonacademic Staff

The Advisory Committee's recommendations concerning maternity leave have been referred to the Office of the President as this is a problem which involves University-wide policies. The President's Office is currently drafting a proposed revision to the current policy which will be reviewed with the members of the Advisory Committee when it is received on this campus.

Hiring of Pregnant Women

The Employment Division of the Personnel Department has been instructed that no individual is to be excluded from employment simply because of pregnancy. However, of course, the nature of the work and the needs of the department for continuity of employment must be considered.

Survivor Benefits

The Governing Board of the University of California Retirement System currently has under consideration a modification of the current survivor benefit provisions to provide equality between the sexes.

Reports on Progress:

Our Affirmative Action Program will provide for reporting of progress of the Program relative to our goals.

WOMEN STUDENTS

First, I would like to point out that our Student and Campus Affairs Office has been taking action for the past several years to improve the statue of women students on the campus, and to insure that they are vital participants in student life.

Extracurricular activities designed to meet the interests and needs of women students have been expanded through such media as the Experimental College and leadership roles in student organizations.

In the area of personal counseling, an experimental orientation program for women returning to campus after marriage and child-rearing was carried out with great success in the fall, and indications are that it should be continued. Also, this year's Orientation Program for new students included a special workshop that explored the changing roles of men and women today and the issues and thrusts surrounding the so-called Women's Liberation Movement. In the residence halls the staff is shifting its emphasis in programming from fashion shows and crafts groups for women to in-depth talks on the role of women in today's society.

Tentative studies in the Married Student Housing area give evidence that counseling programs there would do much to assist the young wives of students to cope with their sense of being trapped in a system of short-range goals, and consideration is being given to the development of such a service.

UNDERGRADUATES:

Summary of Committee Findings:

Academic counseling, which has been inadequate for both men and women students at UCLA, has failed to take cognizance of the changing values and needs of women students, and it is recommended that guidelines be prepared for the use of counselors dealing with women.

Courses in many instances either omit or stereotype the role of women in society.

The Women's Resource Center needs a professional coordinator to improve its effectiveness.

RESPONSE TO COMMITTEE RECOMMENDATIONS:

As the Committee notes in its report, the College of Letters and Science is in the process of improving its counseling for all students, and this program has my full support.

I am agreeable to the development of the proposed new guidelines for distribution to college and faculty counselors, and to the greater involvement of women faculty and advanced students in advising and recruiting women students.

The Committee has recommended that attention be paid to the correction of alleged defects of presentation involving inadequacy or impropriety in the representation of the role of women. Past experience has demonstrated that the most effective means of identifying and correcting actual deficiencies lies in the established academic structure. Accordingly, working with the faculty and the Academic Senate, we will pursue this matter in order not only to secure the Committee's goal of removing distortion and obviating its destructive impact on the individual, but also to assure that course materials meet the essential academic standards of truth and objectivity.

While Women's Studies have yet to prove their viability nationally as a permanent focus for academic pursuit, such studies clearly meet a current and pressing need, serving to call attention to lacunae and imbalances within the traditional structure. Our efforts in the near future will be directed toward the sophisticated analysis and integrated development of this subject matter. In pursuing this course, however, we will remain mindful of the essential relationship of these programs to the status of women.

GRADUATES

Summary of Committee Findings:

More flexibility regarding part-time study and age of admission are needed.

Job referrals are not conducted on an informal, individual basis without assurance of equal opportunity.

There are great differences among disciplines in the number of women graduate students admitted; therefore special recruitive inducements should be developed.

RESPONSE TO COMMITTEE RECOMMENDATIONS:

In dealing with the question of part-time study opportunities, I am sympathetic to the special needs of women who are mothers and homemakers for access to graduate programs on a part-time basis. This question, along with the improper imposition of arbitrary age barriers to admission, will be called to the attention of Deans and Department Chairmen as issues requiring corrective or ameliorative action.

With respect to the recommendation that special scholarships be provided for women as a recruitment tool, this brings up questions not only of University policy on grants for special classes, but of constitutionality as well.

NONACADEMIC FACTORS:

Summary of Committee Findings:

Under the old chattel concept, a married woman's residency status still depends on that of her husband.

A woman in the University must pay extra for birth control services in the Student Health Service.

The present child care center does not meet the need that exists.

RESPONSE TO COMMITTEE RECOMMENDATIONS:

I concur, in the strongest terms, that the University's residency requirements, as they affect women, are archaic. I am, therefore, happy that corrective State legislation has been adopted to become effective next May, and there is a recommendation before the Regents to bring their Standing Orders into accordance with that legislation.

I would require expert advice before making a commitment on the matter of free medical services on contraception and birth control, and I am referring the subject to the Director of Student Health Services for study and recommendation to me.

As regards our child care center, it is obvious that the University of California cannot expect to obtain from the State funds to support free services for the children of all of our faculty, students and staff. We have, however,

taken the lead in providing an excellent prototype center, and we will continue to urge that community agencies provide child care that will enable women to assume their appropriate roles in the economic life of the country.

ESTABLISHMENT OF A STANDING COMMITTEE:

Summary of Committee Findings:

The Committee recommends that a standing Advisory Committee on the Status of Women be established, and makes suggestions regarding its composition, charge, and released time for members. It is proposed also that an annual report be issued on the status of faculty, staff and student women at UCLA.

RESPONSE TO COMMITTEE RECOMMENDATION:

It is clearly evident that some agency should be formulated to deal systematically with the recommendations carried in the report of the Advisory Committee on the Status of Women, as well as the general Affirmative Action Program the University is now developing. In accord with the Federal Government's guidelines on affirmative action, the University's Program will be concerned with conditions of appointment and advancement at the faculty and staff levels.

Despite the fact that students are not included in the Federal guidelines, we do not intend that their problems be lost from sight. Before decisions can be made on the Committee structure that will be established, the matter must be studied in the framework of the Federal guidelines and the University's Affirmative Action Program. It could be, for example, most desirable to have one committee for faculty, another for staff and a separate one for students.

I expect to be consulting with you on this and other matters relating to the report as soon as possible and my assistant, Miss Ford, will be calling about scheduling of the meeting. Also, I am now having copies of the report prepared. They, and copies of my comments, will be available to interested readers in the various campus libraries and, upon request, to other educational and research institutions and to the major women's groups.

In the interval, please accept my sincere gratitude for your service on the committee and the time and talents you devoted to it.

Charles E. Young
Chancellor

12-21-72

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July 31, 1972

CHANCELLOR CHARLES E. YOUNG:

This year, marked by the approval in the United States Congress of a constitutional amendment granting equal rights to women, has witnessed certain facets of increased recognition of the problems women face. Yet California, a state so powerful that it ranks fourth in the world in gross national product, has not ratified an amendment for equal rights to half of its population.

It has therefore been a special pleasure to those of us who, as members of the Chancellor's Advisory Committee on the Status of Women, participated in consideration of the problems which affect the women at UCLA.

As an approach to these problems we had the letter from Vice President Johnson, dated March 1971, which described a charge in relationship to a different kind of committee. Our committee took certain freedoms and chose to review the full scope of the university community. Our ensuing recommendations are therefore many and diverse as is the normal consequence when inquiry is broadly based.

Wide-ranged also is the interest of others in our findings and in our recommendations. We urge that this report be made public and that copies be made available no later than the start of the coming academic year.

This report, concluded June 30, 1972, is cordially submitted with my appreciation for the pleasure of having chaired this committee.

Nola Stark

Nola Stark

NS:dw
Encl.

# REPORT OF THE

# CHANCELLOR'S ADVISORY COMMITTEE

# ON THE

# STATUS OF WOMEN

# AT UCLA

Term of Appointment: January 12, 1972 to June 30, 1972

This report is submitted by the Chancellor's Advisory Committee on the Status of Women, June 30, 1972.

Martha Bass
Martha Bass

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Hilda Kuper
Hilda Kuper

Sandra Clark
Sandra Clark

Betty Long
Betty Long

Nola Stark
Chaired by Nola Stark

## SUBCOMMITTEES

In order to work most effectively within the time constraints of a five-month appointment, we grouped ourselves into subcommittees for some of our considerations. In this way we were able to profit from the perceptions which grow out of small discussion groups, while maintaining the larger group which decided upon statements of principle. On each subcommittee there was representation of faculty, staff and students.

### Subcommittee on Faculty Women

Chaired by: Margaret Kivelson
Associate Research Geophysicist

Members: Marcia Britvan
Undergraduate Student, Folklore

Timi Anyon Hallem
Graduate Student, Law

Nola Stark
Dean, Campus Life Studies

### Subcommittee on Staff Women

Chaired by: Betty Long
Personnel Analyst

Members: Martha Bass
Food Service Staff, Residence Halls

Barbara Berney
Graduate Student, Public Health

Hilda Kuper
Professor, Anthropology

Subcommittee on Student Women

Chaired by: Sandra Clark
Special Assistant to the Vice Chancellor-
Student & Campus Affairs

Members: Mauna Berkov
Undergraduate Student, Sociology

Phyllis Dodd
Principal Clerk, Pathology

Lucie Hirata
Assistant Professor, Sociology

ACKNOWLEDGEMENTS

A number of university women gave our effort invaluable assistance and, to each of these, the committee extends its thanks and gratitude.

Dorothy Thomas, Coordinator of Special Projects in the Office of the Chancellor, gave the committee her sustained interest, loyalty, and professional assistance.

Gail Wilbur, secretary in the Department of Chemistry, typed many drafts during the formative stages of this report.

Recognition is due also to Kathy Oakes, Peggy Rowe, and Helene Wolfe who assisted in typing while the report was in progress.

Our special appreciation is extended to Deanna Wilcox of the University Policies Commission who handled the production of the final report.

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# INTRODUCTION

"Colleges and universities take upon themselves the task of forming and sanctioning the attitudes and practices which educated people will thereafter consider reasonable."[1] If these institutions are manifestly unbiased in their practices, the entire society benefits, but if they accept discrimination as inevitable, then all are harmed.

Universities, founded as all-male institutions, have in the last century rather grudgingly admitted women but treated them as second class citizens. In recent decades women have been educated in increasing numbers and then have failed to acquire positions equal in status and satisfaction to those attained by their male colleagues. The reasons for women's lack of success are many. A report[2] on women at the University of Michigan documents the prejudices women had to overcome in the middle 1800's in order to be allowed to study at the University: the conviction on the part of many men that women were intellectually inferior and could never master academic subjects, the belief that women were physically too frail to withstand the rigors of university training, the pervasive feeling that educating women would make them unfit for their

primary roles as wives and mothers.

While many now profess that these nineteenth century beliefs are absurd, such prejudices in fact remain. Women in undergraduate schools are urged not to consider academic careers, sometimes because professors feel that women should not be professionals or that education is wasted on women.* Women in graduate schools are skeptically interrogated about the sincerity of their intellectual dedication and about their plans for resolving the conflicting demands of family and profession -- the implied assumption always being that family pressures will bar academic achievement.

Women on the non-academic staff at UCLA are also affected by prejudice in various forms. The skills women (including UCLA undergraduates) are urged to acquire, such as typing and shorthand, are remunerated at a rate far lower than that paid for the skills in which men are trained. Indeed, even unskilled men are generally paid more than secretaries. Furthermore, the dearth of on-the-job training programs at UCLA severely limits mobility, trapping many competent women in positions which society has programmed them to seek and accept but which are unworthy of their abilities.

* This view persists despite the fact that more than 90% of women who received doctorates in 1957-58 were employed in 1964, 81% of them worked full time, and 79% had not interrupted their careers in the intervening years. Married women Ph.D.'s publish slightly more than male Ph.D.'s while single women Ph.D.'s publish slightly less.[3]

Thus, women at all levels in this university are handicapped because of their sex. The woman who is constantly confronted with men who consider her inferior may eventually begin to accept and act upon the uncomplimentary view, thus confirming the prejudices of the men. The woman who must continually prove that she is more competent than any male competitor may eventually decide that the rewards do not justify the constant struggle and settle for less than her capabilities warrant. Women are counseled to become secretaries until they marry, to develop typing, not management skills, and to be happy teaching at institutions less prestigious than UCLA.

Perhaps because education inherently holds out the promise of equality and equal opportunity, the recognition that the promise of equality is a myth has made women angry and critical of the institutions they attend and serve. Although UCLA may in the past have been no more guilty of discrimination than other comparable institutions, this University has been extraordinarily slow in recognizing that a problem exists and in taking steps to ameliorate the situation. It is time for UCLA to take actions that will catalyze change. Women will no longer sit idly by while men determine the paths their lives will take. They expect to participate fully in all facets of the University. UCLA can, by adopting policies such as those recommended in this Report, prove that equality is a meaningful guiding principle of this institution.

# Chapter One

## WOMEN ON THE FACULTY AT UCLA

Judgments of the merit of a university are largely based on an appraisal of its faculty, for from faculty attitudes, actions and accomplishments follow not only the intellectual direction of the institution but also, in great measure, its response to ethical and social issues. As the composition of the faculty reflects the prejudices of the entire society, the teaching staff may be slow to recognize biased attitudes and to respond to calls for change. For this reason, it is distressing to report that UCLA follows the pattern of its sister institutions in having an extremely small percentage of women on its faculty. Moreover, there is an inverse correlation between academic rank and the percentage of women at the rank.

Not only are there few women on the UCLA faculty, but " . . . there has been a tendency . . . to employ in irregular positions women who were unable to compete equally on the job market because of the need for part-time work or the lack of geographical mobility . . . There has also been a greater willingness to hire young women as subordinates or assistants than as colleagues."[4] On this campus as on many

others, a disproportionate number of faculty women are appointed to irregular positions not leading to tenure.

The pattern which we describe above and which is documented at other universities as well[5,6,7] results from multiple and complex causes. In some cases, the explanation is somewhat circular. For example, women who hold advanced degrees often find that the doors to the best institutions are closed to them, and thus end up either in less prestigious institutions or in non-ladder positions rather than in the university positions their talents merit.* As a consequence they are denied the intellectual stimulus of associating with the foremost scholars in their fields. Frequently the positions women hold place emphasis on teaching ability rather than research talent. This but mirrors the view that women are less competent scholars and helps perpetuate the myth that women lack the ability to hold faculty positions at major universities.

UCLA must recognize that inequities exist in this institution and must undertake a program for change -- change not only for the future, but also to remedy past discrimination. There are many reasons for reform. But perhaps most compelling is the moral requirement to end injustice, to be fair to the

* In 1963, women accounted for 23% of the teaching faculty of four-year colleges and technological institutions but only 13% of the teaching faculty at universities. The median (mean) salary of the 21,598 members of the teaching faculty in these institutions was $11,126 ($11,331) for men and $9,233 ($9,640) for women.[8]

women who have pursued the rigorous training necessary to teach in a university of high quality, and who have been denied the opportunity. Women do not seek to become like men; they simply wish to be allowed fulfillment as human beings. The university must respond to their justifiable demand. Moreover, neither UCLA nor any other university can afford to waste a substantial portion of this country's talented resources. The self-interest of the university dictates that it adopt a more enlightened attitude toward women. In addition, the educational value of having women on the UCLA faculty as role models for women students must not be ignored. Only by having substantial numbers of women on the faculty will both male and female students learn to accept the notion of women as professional equals of men. Eventually the presence of more women on the faculty will exorcise the remnants of prejudice that endure on this campus.

## I. STATISTICAL EVIDENCE OF DISCRIMINATION AGAINST WOMEN ON THE FACULTY

### A. Summary of Data

Although UCLA is a state-supported university, co-educational since its inception, and founded later than many institutions of equivalent distinction, women on its faculty have not fared well. They are few in relative number, predominantly found in positions of low status and largely excluded from decision-making positions.

In the Regular Professorial Series there are 631 faculty members at the rank of Professor, of whom 30 (4.5%) are women.[9] Women are better represented at lower ranks. Nonetheless, at all ranks in the Regular Professorial Series there are 1398 faculty members of whom only 101 (7%) are women.

These aggregate figures exaggerate the representation of women on the UCLA faculty, for women are concentrated in a limited number of departments. One-third of the female Professors hold appointments in the four departments of Nursing, Dance, Public Health* and Physical Education.**[10] In all other departments only 3% of the Professors and 5.4% of the Regular Professorial staff are women. A tabulation of relevant statistics is given in Appendix I. Many students complete their college careers without ever having taken a course from a woman faculty member.

The possibility that a student may be taught by a minority woman faculty member is even more remote. Tabulations of ethnic identification prepared by the University[c] list few minority women in faculty positions. Although a small number of minority males hold the title of Professor, no minority females are found at this rank. This underscores the observation that minority women are handicapped both by race

* The School of Public Health absorbed the former Department of Home Economics.

** Women formerly ran a physical education program for women.

or ethnic origin and by sex.

Even in those disciplines in which a large proportion of graduate degrees are awarded to women, departments do not advance women to top faculty positions. For example, of the twenty-two professors and five associate professors in the departments of French, German/Scandinavian, and Spanish/Portuguese at UCLA, there is only one woman -- although the nation's "ten most distinguished departments"[11] in the respective fields grant 59%, 23%, and 34% of their doctorates to women. None of the nine faculty members in the Regular Professorial Series in the Graduate School of Library Service, in which 71.9% of the students are female, is a woman, though several women hold tenure as Lecturers in the department.[12]

Women are better represented in irregular faculty positions. For example, 22% of appointments in the Acting Professor Series are held by women. In the Professional Research Series, 24% of the appointees are women, but at the top rank within the series, only 9% are women. Appointments of Academic Librarians also show an inverse correlation between rank and percentage of women. Data are shown in Appendix II.

In the top administrative ranks of the University, the absence of women is even more marked. Of the twenty-four Regents directing a University system in which 44% of the undergraduate students and 27% of the graduate students are women,[13] only two are women. The President of the University

and eight Vice Presidents are all male. At UCLA, the Chancellor, the Vice Chancellors, the Assistant Vice Chancellors, and seventeen Deans are men; only the Dean of the School of Nursing is a woman.

B. Historical Survey

To determine whether the concentration of women at lower ranks results from a trend towards greater opportunity for women, we have carried out a survey of the catalogues of selected years going back to 1940. Our study indicates that the position of women on the faculty has deteriorated since 1940. In 1940, 12% of the faculty were women, whereas in 1971 only 6% of the faculty were women. The relevant data is summarized in Appendix III.

We conclude from this study that the position of faculty women at UCLA will not improve unless a program to stimulate change is initiated.

C. Data Compilation

For the purpose of any serious analysis of the status of women and/or of minorities on this campus, accurate data must be available. The University Payroll Department has produced computer runs[9] which purport to tabulate sex and ethnic identification. However, the information tabulated is highly inaccurate, even regarding sex, the less ambiguous characteristic. (The Department of Chemistry with no women Professors or

Assistant Professors is entered as having a woman at each rank. The Department of Physics, on the other hand, is not given credit for its single woman Professor.) Procedures to validate the data provided must be developed and put to use in order to permit a more accurate assessment of the status of women and of minorities at UCLA on a continuing basis.

## II. RECOMMENDATIONS FOR INCREASING THE REPRESENTATION OF WOMEN ON THE FACULTY

### A. Goals

We recommend that the University work toward the goal of having women on the faculty in the following proportion:

1. In tenured ranks within departments, the percentage of women should reflect the percentage of terminal degrees granted to women nationwide in the field ten years previously.
2. In non-tenured ranks, the percentage of women should reflect the corresponding percentage of degrees granted in the preceding two years.
3. In disciplines in which less than ten percent of the terminal degrees nationwide are held by women, departments should attempt to appoint female faculty members from closely allied fields in order to change the sex-stereotyping of the field (e.g. by the

appointment of an economist to the faculty of Business Administration).

4. Among academic administrative officers at all ranks (Department Chairmen, Deans, Vice Chancellors), the percentage of women should at least reflect the percentage of women receiving advanced degrees in all fields (13%). For recommendations concerning the representation of women among non-academic administrative officers, see the Staff section of this Report.

B. Implementation

1. Administrative Action

We recommend the following action at the administrative level to launch the effort to increase the number of women on the faculty:

a. We suggest that the Chancellor allocate a pool of FTE's to be granted to departments which have located a woman of high caliber to whom they wish to offer a faculty appointment for which they have no FTE available. A precedent for such a designated pool of FTE's exists in the Faculty Development Program.

b. We suggest that the Chancellor initiate a recruitment and development program for faculty women. Such a program is called for because many

academically capable women have been employed at educational institutions at which heavy teaching responsibilities and lack of incentive have interfered with creative research. Women appointed to temporary faculty positions under such a program should be given more than the normal length of time to bring research to fruition before being considered for tenure appointments.

c. Acknowledging that there is an overlap between the years of greatest professional stress and the years of a woman's heaviest family responsibilities, we recommend the initiation of a part-time program for women in regular ladder positions. Properly administered, a policy permitting part-time appointment to the faculty* need not lead to an atmosphere of dilettantism; such a policy would enable many women to pursue academic careers which would not otherwise be open to them. Part-time appointments should be made for a limited number of years. Either at the end of the fixed term, or sooner by mutual consent, a part-time appointee would be expected to assume a full-time faculty position. This commitment of a department to

* MIT, Harvard, Princeton, and, recently, Stanford are among institutions which have accepted the concept of part-time appointments to ladder faculty positions.

employ its part-time appointees on a full-time basis should have priority in the allocation of FTE's. The required rate of advancement must be appropriately modified for part-time appointees. For example, a woman with a half-time faculty appointment might be allowed twice the maximum time at each level. When circumstances warrant, part-time appointments should be made available to men as well. The precise number of years to which such appointments should be limited as well as details regarding advancement are matters which, we believe, should be referred to the Academic Senate for consideration.

2. Departmental Action

We recommend that individual departments and administrative units take the following action:

a. All departments, when recruiting faculty, should emphasize that they are particularly interested in appointing qualified women.* For good faith to be evident in faculty recruitment, contacts must

* In Appendix IV the text of a letter soliciting recommendations of candidates for appointment to the Department of Chemistry of the Massachusetts Institute of Technology is reproduced. The letter emphasizes the department's interest in finding female and minority candidates and suggests the possibility of part-time appointments.

be expanded to include those schools where women will be found. These are women's colleges, teachers' colleges, research centers, and the non-ladder appointments in universities.

b. Candidates for faculty positions are currently evaluated on the basis of multiple criteria such as educational background, employment experience, teaching ability, research talent and area of special interest within the field. A female candidate must now be considered to possess an additional desirable qualification. Because faculty women serve as role models for their women students, and, in addition, help to dispel prejudices that many men and women now harbor against professionally successful women, the appointment of a woman should be viewed in terms of its educational impact. An extremely talented woman whose area is not that of greatest priority might for this reason be selected in preference to an equally talented man whose specialty is that most desired by the department. For example, although seeking an expert in Victorian poetry, an English department might appoint a highly qualified woman specializing in early English literature, thus increasing the number of women on the teaching staff without compromising standards.

c. Departments should include with the material supplied to ad hoc committees considering academic appointments documentation of a search for female and minority candidates.

d. Although in many departments it is customary not to appoint UCLA graduates directly to faculty positions, a waiver of this policy for talented women should be considered.

e. Departments should consider offering appointments at levels lower than those customarily deemed appropriate for an individual of a given age to women whose professional careers have not followed the conventional patterns set by men. For example, a woman who has worked part time for ten years since receiving her degree might be evaluated professionally as though fewer years had elapsed since her degree was granted. Age alone should not dictate the level of the appointment for which a prospective faculty member is considered, particularly because departments more readily make appointments to non-tenure positions. Criteria to be applied in determining the appropriate level of appointment for non-conventional situations must be developed, perhaps by the Academic Senate.

f. The University employs a higher percentage of women in irregular academic ranks than in regular

ladder positions or other positions conferring membership in the Academic Senate. Departments should consider the women already on the campus in such positions for appointment to regular faculty positions. Other universities attempting to increase representation of women on their faculties have made a number of appointments from women already employed on campus.*

C. Reports on Progress

We recommend that the Chancellor's Advisory Committee on the Status of Women, having been appointed as a standing committee (see Chapter Five), be charged with publishing an annual report documenting the University's progress in increasing the representation of women on the faculty. Each department should be required to submit annually, at the beginning of the spring term, a statement classifying its academic appointees by rank and sex and detailing its efforts to appoint and promote women. Information that would be useful in evaluating the progress of the department, such as the percentage of degrees awarded to women in the field, both at UCLA and nationwide, and the percentage of female graduate students and undergraduate majors in the department, should be included.

* At least three of the dozen women appointed to the rank of Professor at Harvard in the last two years had previously held "irregular" faculty positions according to data provided by Alice K. Smith, Dean of the Radcliffe Institute.

The summary report of the Chancellor's Advisory Committee on the Status of Women should be circulated to all statewide offices, to all Vice Chancellors, Deans, Departments and Institute Chairmen, and to student body officers and student publications. Copies should also be placed in the University Library.

## III. MATERNITY LEAVE FOR ACADEMIC STAFF

In the portion of this Report dealing with problems of the non-academic staff, we discuss maternity leave policies. The flexible nature of an academic program permits women on the academic staff to arrange their schedules so that maternity leave policy is a matter of secondary concern. However, the October 20, 1971 report of the Chancellor's Advisory Committee on Equal Employment Opportunity for Women at Santa Cruz has identified an important problem related to maternity leave for women on the faculty. They note that:

> There are further complexities in the maternity policy arrangements for academic women which deserve separate mention. The responsibilities of academics are frequently divided, in effect, between nine months of instruction and three months of research. Maternity within the research months (usually summer) does not require special financial provision to maintain normal curricular offerings, and therefore tends to be viewed differently by the institution, and sometimes even by the woman herself. Whatever the date of confinement chosen, however, maternity does temporarily reduce the time available to a woman for research, and will therefore handicap her for advancement and promotion, which require evidence of substantial and significant research activity. Accordingly, we recommend adoption of the Stanford 1971 policy, whereby the length of time allowed for pre-tenure service be automatically extended by one

year, if the woman so chooses, for each of the first two births or adoptions occurring while a woman employee is in service with the University (cf. similar policy, Harvard, 1971).

We concur with this recommendation.

# Chapter Two

## WOMEN ON THE STAFF AT UCLA

The Chancellor's statement on Affirmative Action for Equal Opportunities in Employment at UCLA (June 21, 1971) stated that the staff personnel policy goal is to provide equal employment and promotional opportunities for all individuals without regard to race, creed, color, national origin, sex or age. The statement called for an aggressive and positive action program directed toward achieving this goal.

The Office of the President of the University has indicated that the federal standards codified in Revised Order 4, published by the Department of Labor, Federal Contract Compliance Office,[14] are being adopted by the University as a reasonable guide for the development of a comprehensive affirmative action program. The Chancellor's Advisory Committee on the Status of Women supports this decision in view of the great need for immediate action to upgrade the position of women on this campus.

Revised Order 4 states that women are likely to be underutilized in the four Federal Occupational Job Categories of Officials and Managers, Professionals, Technicians and

Craftsmen. As will be documented below, at UCLA women are underutilized not only in these categories but also in all other federal job categories. Moreover, the Sex Discrimination Guidelines of the Order state that the employer's wage schedule must not be related to or based upon the sex of the employees. The Order notes that discrimination obviously exists when employees of different sex are paid different salaries for jobs which require substantially equal skill, effort and responsibility and are performed under similar working conditions.

The possibility that such discrimination may exist at UCLA is suggested by the fact that only in January, 1972 was the bookbindery series restructured to eliminate the titles of Bookbindery Forewoman and Bookbindery Journeywoman, which were recompensed at lower rates than were Bookbindery Foreman and Bookbindery Journeyman who performed essentially the same jobs. Such discrimination is only one aspect of the inequities which affect women on the staff of the University.

This section of the Report documents the kinds of sex discrimination that affect women of the nonacademic staff on this campus, and makes recommendations on the action that must be taken before UCLA will indeed provide equality of treatment and equal promotional opportunities to all its employees.

## I. STATISTICAL EVIDENCE OF DISCRIMINATION AGAINST WOMEN ON THE STAFF AT UCLA

### A. Officials and Managers

Although 55% of staff positions at UCLA are held by women, staff women, like faculty women, are predominately found in positions of low status and are largely excluded from decision-making positions on the campus. In the University Management Program, for example, there are only 5 women out of 61 full-time appointees (8%). Moreover, whereas the average salary for men in the program is $2,123.33 per month, the average salary for women is only $1,673.33 per month. This difference is explained by the fact that those women who are in the Management Program serve primarily in the lowest positions. Furthermore, in the title codes classified as Officials and Managers, women tend to be grouped in job categories at the low end of the pay scale. If the Analyst series is excluded, as is later recommended, then 41% of the positions having salaries of $1,048 per month or less are held by women, while only 26% of the positions paying $1,100 per month or more are held by women. (Details are tabulated in Appendix V.)

### B. Non-Management Staff Positions

A suggestion that sex discrimination occurs in hiring and promotion is obtained from analysis of the Staff Research

Associate series, which is identified in the Federal Occupational Job Category of Professional. There are four levels of responsibility in the series, and although there are twice as many women as men at level II, at the highest level, level IV, there are only half as many women as men. More complete data on this series is given in Appendix VI. Since the minimum qualifications for level IV are the same as those for level II with the addition of three years of experience, we question the criteria for promotion. We think it likely that if promotions were based solely on objective criteria, not sex, there would be substantially more women in the position of Staff Research Associate IV.

In the Federal Occupational Job Category of Technician, although 39% of the employees are female, underrepresentation of women clearly occurs in certain departments. For example, in the Campus Activities Service Office, only 14 of 205 Technicians are female. A tabulation of data for this series is presented in Appendix VII.

In some job classifications on campus there are very few women or no women at all. For example, in the job category of Craftsman, there are only 29 women among 361 employees; all of the women are assigned in the bookbindery. Among Automotive Equipment Operators, there are no women but 45 men. The requirements for the latter series are given in Appendix VIII.

Job classifications which are customarily filled by men are better compensated than are those customarily filled by women. For example, there are 28 women and no men in the classification Senior Linen Service Worker; the salary range is $2.28/hr. to $2.77/hr. The minimum qualifications are "ability to read, write, perform basic arithmetic calculations, follow oral and written instructions and have one year of experience in a laundry or related linen service operation." On the other hand, there are 29 men and no women in the classification of Laborer; the salary range is $4.17/hr. to $4.60/hr. The minimum qualifications for Laborer are "ability to read, write and follow oral and written instructions, and to do heavy manual labor." Although ability to do heavy manual labor is not required in the specifications for Senior Linen Service Worker, we understand that heavy loads of wet laundry are routinely moved by these women in performing their work. Furthermore, they are required to have had previous experience. We consider the difference in recompense startling.

Finally, a very blatant example of sex-stereotyping of positions and consequent salary inequities is found in a comparison of three positions, two primarily male and the other primarily female:

1. As Storekeeper I, the University employs 54 men and 4 women. Minimum qualifications are "graduation from high school and one year related experience."

The salary range is $556 to $676 per month.

2. As Parking Attendant, the University employs 38 men and 1 woman. Minimum qualifications are "graduation from high school and 6 months of related experience; or an equivalent combination of education and experience. Must possess a valid California Department of Motor Vehicles Driver's License." The salary range is $530 to $644 per month.
3. As Senior Typist Clerk, the University employs 43 men and 544 women. Minimum qualifications are "graduation from high school, two years of general clerical experience, and the ability to pass a typing test at 50 WPM." The salary range is $457 to $556 per month, $99/month less than the range for Storekeeper I and $73/month less than Parking Attendant.

Minority women on the UCLA staff suffer from double discrimination. This increases the probability that they will be placed in unskilled positions with very limited promotional opportunities. The Residence Hall Food Service Workers, most of whom are minorities, clearly exemplify this problem. Salary ranges, job descriptions and qualifications for all positions herein discussed are presented in Appendix IX.

The most serious problem for Food Service Workers appears to be that many workers are underclassified. Principal Food Service Workers consistently perform tasks for which higher

job classifications are demanded. For example, there is a Bake Shop in every Residence Hall, but there are no Bakers. Women categorized as Principal Food Service Workers are extensively involved in baking and other skilled food preparation, yet are paid $60 to $70 less per month than are Bakers or Cooks.

In addition, there are limited opportunities for promotion either within the Residence Halls or to higher paying jobs elsewhere in the University. These problems are more critical for women than men, because a higher percentage of women are underclassified. For example, although there are five Residence Halls and a catering service, there are only four Senior Cooks; all are men. As a Senior Cook is a working supervisor, it seems that the number of halls and the extensive nature of the catering service could justify an increase in the number of Senior Cooks, which would provide greater opportunity for promotion.

Because even the top salary levels are so low in the food service field, women who want advancement must seek transfers to other occupational fields. Yet with no provision at UCLA for vocational guidance, and no encouragement in the form of paid released time for training, it is virtually impossible for a food service worker to better her or his status. On-the-job training is already offered to Residence Hall Management personnel. If on-the-job training were

provided by the Residence Halls to Food Service Workers, these workers, usually minority females, would not be trapped in "dead-end" jobs with low salary scales and no opportunities for advancement.

## II. RECOMMENDATIONS FOR IMPROVING THE STATUS OF WOMEN IN STAFF POSITIONS

### A. Officials and Managers

#### 1. Goals

As a result of years of inattention to the position and progress of women on the staff of the University, only 8% of the positions in the management series are held by women. We recommend that the University raise the representation of women to at least 38% in the Management Series. As recruitment for management positions is usually done on a statewide basis, this figure has been based on the observation that 38% of the non-farm work force in the state of California is female.[15] Women managers should be found at all levels within the Management Series. In an acceptable distribution, the average salary of women managers should be equal to that of men.

2. Recruitment

An affirmative action program is needed to correct the present underutilization of women in management positions. In order to effect significant change, we recommend that recruitment and appointment procedures be modified as follows:

a. Management openings should be announced by the Personnel Office and should state that the University is particularly interested in finding qualified female applicants.

b. All departments and administrative units should be notified of their responsibility to make special efforts to recruit qualified women for management positions.

c. We request that the Chancellor appoint Search Committees with at least 38% women members, to assist in the location of competent women to fill openings in the Management Series. A high priority should be given by the Search Committees to identifying female employees already at the University who could be transferred, promoted, or trained for more responsible positions.

d. Until the goal of 38% of women in Management Series positions is met, a department head or other employer appointing a man (not of a minority) to a Management Series position should be required

to submit to the Affirmative Action Coordinating Council a written justification of the appointment, which should summarize the good faith efforts made to recruit women and explain why none were selected. Duplicates of the file on the new appointment should be submitted to the Chancellor's Advisory Committee on the Status of Women.

B. Non-Management Staff Positions

1. Goals

In non-management positions, the problem is not that women are underrepresented, but that they are grouped in job categories at the low end of the pay scale, and that within given job categories they are less likely to advance to the highest levels. Steps to correct this situation are suggested below. The goal of corrective measures should be to achieve for staff women an average salary equal to that of the staff men.

2. Review of Salary Scales

The University wage schedule, reflecting the pattern of the community, specifies higher pay for jobs traditionally held by men than for jobs customarily filled by women; this occurs even when minimum qualifications for the positions are similar. We believe that the University should provide leadership to the community and should seek to recompense the

members of its staff at rates consistent with the demands of their jobs. The relative pay for different work should be determined on an internally consistent basis rather than by reference to the prevailing pay levels of the community. Governmental agencies have established precedents for such an approach by correcting salary inequities even before the corrections have been made in the private sector. (For example, Los Angeles County has recently begun to pay its linen service workers at a rate approximately 25% above that in private industry.[16])

We recommend that the Staff Personnel Office be requested to reassess the salary scales for different job classifications on the basis of job requirements in terms of skill, effort and responsibilities, and to recommend new salary scales which correct the present arrangement in which "women's jobs" are consistently underpaid.

3. Termination of Sex-Stereotyping in Hiring

We have summarized the evidence that certain job classifications are always filled by men. With the purpose of modifying such sex-stereotyping, we make the following recommendations:

a. Whenever the requirements for one job are similar to those for other jobs frequently held by a woman (e.g. Storekeeper vs. Senior Typist Clerk,

Linen Service Worker vs. Laborer), the under-utilization of women can be readily corrected by appointing women to jobs for which they have not previously been considered.

We recommend that the Staff Personnel Office be directed to prepare a list of jobs in which women are underrepresented despite availability of qualified women. Any appointments to such jobs must be justified by written arguments presented to the Affirmative Action Coordinating Council, unless they are filled by women (or minorities where they are also underrepresented).

b. In other cases, sex-stereotyping by society results in a lack of women with skills needed to fill the job (e.g. Carpenter, Electronic Technician, Auto Mechanic). Despite the absence of available trained female candidates, the University must be responsible for placing women in all jobs for which male sex is not a bona fide occupational qualification. (The University is legally required to do so as a Federal Contractor under the provisions of Revised Order 4.) The University must be innovative in its endeavors to include in its work force those who have been previously excluded. For example, while we acknowledge that many women do not wish to hold

jobs that require heavy manual labor, we feel that the choice should be the prospective female employee's, and that the University should not, by sex-stereotyping, preclude all women from taking jobs that some may not wish to hold. We recommend that the Staff Personnel Office be directed to prepare a second list of jobs in which, although male sex is not a requirement, qualified women are not available in the work force. Departments and administrative units should be urged to undertake the training of women in new skills both by providing on-the-job training and by informing institutions at which their employees have traditionally trained that they are interested in hiring women.

4. Training

This Report has demonstrated that women are grouped in job categories at the low end of the salary schedule. In order to remedy this situation, we request that the Chancellor direct the Personnel Department to establish formal career counseling programs which shall include vocational guidance. Department Heads should recruit employees from their female and minority staff for paid on-the-job training in management and non-management skills. Department Heads should give released time for education undertaken

by their female and minority employees when it is associated with a career development plan, even if this career development ultimately leads to the employees' utilization in other departments of the University. The Personnel Department should be directed, as part of its career counseling program, to develop opportunities for transfer to higher paying jobs either within the employee's administrative unit or within other administrative units.

C. Affirmative Action

In order to improve the status of staff women at UCLA, we request that the Chancellor charge the Affirmative Action Coordinating Council with the task of developing goals for the full and equitable employment of women at the University and with setting timetables for the achievement of these goals. We urge the Affirmative Action Coordinating Council to respond to this charge in a purposeful manner and to recognize the problem as one of great importance. Affirmative action must include advertising job openings in a manner designed to attract women and minorities to areas in which they are currently underutilized and men to jobs that have traditionally been relegated to women.

Frequent review of staff to identify candidates for promotion, transfer or further training should be utilized in order to locate women who could be advanced to higher level positions.

D. Compilation of Data

This Report has identified specific problems of sex discrimination on this campus, and has made recommendations to ameliorate the situation. However, additional steps must be taken to obtain the data necessary for the implementation of those recommendations.

1. All Department and Administrative Heads should be required to keep records, subdivided by job classification, of the sex and ethnic identification of all personnel. Jobs in which women are under-utilized should be identified and goals and timetables worked out to correct deficiencies.
2. The Staff Personnel Office should produce a data run incorporating the above-mentioned records, calling out by unit the staffing pattern at UCLA, broken down by Federal Occupational Codes and identifying employee distribution by sex and ethnic classifications. This run should be updated annually and used to monitor the progress being made toward better utilization of women and minorities at all levels.
3. The Staff Personnel Office should keep records by sex and ethnic identification of job applicants accepted and rejected.
4. Certain job classifications include positions of widely varying responsibility and importance. Aggregate

data fails to reveal whether women are clustered in the least important jobs, which is frequently the case. For example, the Analyst Series, presently included in the title codes classified Officials and Managers, would be more appropriately placed in the Professional job category. Because of the large number of women analysts, an unrealistic picture of the number of women who hold positions of decision-making responsibility is obtained if this series is classified in the category of Officials and Managers. We therefore recommend that job classifications be redefined to reflect with greater precision the level of the job.

E. Maternity Leave for Non-Academic Staff

The University has recently adopted a policy which requires a department to grant maternity leave to a new natural or adoptive mother for up to three months upon the request of an employee.[17] We approve of this policy but take exception to the eligibility requirement of six months of continuous employment. Such an eligibility requirement violates the Sex Discrimination Guidelines of the Department of Labor which state[14] that (emphasis added):

> Women shall not be penalized in their conditions of employment because they require time away from work on account of childbearing. When, under the employer's leave policy, the female employee would qualify for leave, then childbearing must be considered by the

> employer to be a justification for leave of absence for female employees for a reasonable period of time. For example, if the female employee meets the equally applied minimum length of service requirements for leave time, she must be granted a reasonable leave on account of childbearing. The conditions applicable to her leave (other than the length thereof) and to her return to employment shall be in accordance with the employer's leave policy.

The University policy fails to conform to these guidelines because continuous employment for a minimum period of six months is required for maternity leave (430.3) but not for personal leave (430.2). We recommend that the conditions of eligibility for maternity leave and for personal leave be made identical.

Recognizing that traditional roles are beginning to change in America, we suggest that the University make available parental leave to a new father, whether natural or adoptive, to permit him to share some of the responsibilities and rewards of caring for a new family. Although personal leave could be used in such cases, we feel that a specific parental leave analogous to maternity leave is more appropriate. Adoption of such a new leave policy would be a positive and progressive move by this institution.

We are aware that on other campuses the Chancellor's Advisory Committees on the Status of Women have recommended that the University make available a paid maternity leave of thirty days to its employees. The members of our Committee were more deeply divided on this matter than on any other which we considered. However, after several months of

discussion, the Committee, by a 10 to 1 vote, supported a policy of 30-day paid maternity leave. The possibility of limiting paid maternity leaves to two per employee during the entire period of her employment by the University was discussed at length, but by a vote* of 6 to 4 the Committee rejected the recommendation of such a limitation.

F. Hiring of Pregnant Women

Hiring practices which discriminate against the employment of pregnant women violate the "Guidelines on Discrimination Because of Sex" of the Equal Employment Opportunity Commission of the United States Government[18] which states, "A written or unwritten employment policy or practice which excludes from employment applicants or employees because of pregnancy is in prima facie violation of Title VII." We urge that the University publish a policy statement specifically affirming that it does not so discriminate and that those responsible for making appointments be instructed to follow this non-discriminatory practice.

G. Survivor Benefits

The Equal Employment Opportunities Commission Guidelines[18] also state that fringe benefits must be equal for men and women. Currently the monthly survivor benefits under UCRS are

* The committee member who was opposed to the idea of paid maternity leave did not vote on the question of limiting the number of such leaves.

available to any eligible widow but only to a dependent widower, who must demonstrate that he received more than half his support from his wife immediately prior to her death. This is an archaic rule, based on the concept of the man as sole support of the family, and is clearly an unequal fringe benefit. We recommend that the University provide identical benefits for the survivors of male and female employees.

H. Reports on Progress

The Chancellor's Advisory Committee on the Status of Women in its annual report should summarize progress in achieving equitable treatment for staff women. In cooperation with the Affirmative Action Coordinating Council, the Chancellor's Advisory Committee on the Status of Women should review departmental reports on identification of problems and effectiveness of corrective measures. The Committee would be available to provide assistance and advice on matters affecting the employment of staff women.

# Chapter Three

## WOMEN STUDENTS AT UCLA

The undergraduate woman at UCLA is frequently viewed as intellectually less dedicated than her male counterpart. Many assume that her main ambition at the University is not the pursuit of learning, but the pursuit of a husband. Women themselves, conditioned by society to envisage their future roles solely as wives and mothers rather than as professionals and financial providers, fail to devote themselves fully to academic careers. At present the University makes no effort to change this stereotyped view of women.

By appropriate action the University can provide an atmosphere in which attitudes toward women students will change and their opportunities for achievement will increase. To determine where effective action is required, we sought to identify problem areas which most affect women students. We focused primarily on matters brought to our attention at a student sub-committee open hearing held on campus on February 29, 1972. Additional problems for investigation were suggested by members of the campus community who sought out the student sub-committee and by members of the Chancellor's

Advisory Committee. In this section we discuss the matters which we have found to be of fundamental concern to women students at UCLA and present recommendations for ameliorative action. Part I involves recommendations relating specifically to academic matters and is subdivided into a section on undergraduate women and one on graduate women; Part II is concerned primarily with nonacademic problems facing all women students.

## I. ACADEMIC MATTERS

### A. Undergraduate Women

#### 1. Counseling

The quality of academic and personal counseling at UCLA fails to meet the needs of undergraduate students, both male and female. Although there are approximately 15,000 undergraduates in the College of Letters and Science, only 10 regular counselors and 4 honors counselors are available to advise these students. As a result of student pressures, the College of Letters and Science is implementing a "Program for Enhanced Academic Advising of Undergraduates in the College of Letters and Science." This program increases the number of departmental counselors, adds student academic counselors and adds resident faculty advisors for the campus residence

halls. We support this program and recognize its potential for improvement of counseling services.

No program has yet been proposed, however, that recognizes the special problems of women students and attempts to deal with them. In the past, counseling of women at UCLA has not only been inadequate, but in some cases detrimental. Anecdotal evidence gathered by the student sub-committee reveals that most counseling is based on stereotypes of women. Women are therefore discouraged from going into traditionally male fields as well as from pursuing academic or professional careers.

We recommend the following actions to improve counseling of women students:

a. Counseling which defines women's roles by stereotypes and continues to track women into specific fields based on these stereotypes should be ended. We therefore request the Chancellor to direct that written guidelines for counselors delineating the special problems faced by women students be prepared and distributed.

b. The first contact and sometimes the only contact with counseling that many entering students have is at Freshman Orientation. We therefore request that the Vice Chancellor for Student and Campus Affairs make special efforts to exclude from

Freshman Orientation counseling based on stereotypes of women.

c. Many professors engage in informal counseling of students in the course of which they may discourage women from pursuing academic or career goals. We request that Department Chairmen make available to faculty members the previously suggested guidelines for counselors to help improve faculty counseling of women students.

d. Because it is important for women students to be aware of the broadening range of options available to them at UCLA, we request that the Association of Academic Women (formerly the Association of Faculty Women) be asked to coordinate a program to enable entering women students to meet with women faculty and graduate students.

e. It is essential to reach students well before college age in order to modify the sex stereotyping of various careers. We therefore request that the Chancellor institute a program to send women administrators, faculty and graduate students to Career Days at junior and senior high schools in the Southern California area.

2. Women's Resource Center

Women working in the various student services have recognized the poor quality of academic, career and

personal counseling offered to women students at UCLA. To provide needed services, women from the faculty, the Campus Services Center and the Student Health Service, as well as women counselors in the College of Letters and Science and the Student Counseling Center have joined with graduate and undergraduate women to establish a Women's Resource Center on campus.

The Women's Resource Center is a multi-purpose facility for women. Although it is just beginning to function, its goal is to provide assistance in career planning, academic counseling, graduate school information, legal information, medical information and referral services. The Center is staffed by volunteers from the various student services.

At present the Women's Resource Center on campus operates on a minimal budget and is therefore staffed only by volunteers. To ensure its effective operation, we request that the Chancellor allocate funds for one full-time coordinator of the Women's Resource Center to be selected in consultation with the current staff of the Center.

3. Course Content

Most courses at UCLA omit consideration of the contributions of women. For a particular example, see the reading list presented as Appendix X. To

make people more aware of the contributions of women, several Women's Studies courses were offered in academic year 1971-72. A report on some of the courses offered by the Women's Studies Program is presented in Appendix XI. The exclusion of women from the content of most courses at UCLA cannot be remedied by offering a few random courses on women. A positive effort and willingness on the part of the faculty and the administration is required to correct this injustice to women.

a. We request departments to incorporate courses on women into their curricula.

b. Some departments have courses which reinforce and develop stereotypes of women. Such courses should be revised.

c. We request each department to examine its curriculum for possible bias against or exclusion of women from course content. We request that appropriate changes in courses be made within one academic year.

d. Because of the need for flexibility in developing new courses in this emerging field of study, we request the continuation and expansion of the Women's Studies Program.

B. Graduate Women

1. Statistical Information

While we were preparing this Report, we became aware that a comprehensive report on Women in the Graduate Academic Sector of the University of California was being prepared by an ad hoc committee of The Coordinating Committee on Graduate Affairs.[13] This report has now been released and contains a section of useful data pertaining to Graduate Women at UCLA. A preliminary examination of the report reveals no bias in the admission of men and women to graduate school. The report makes no attempt to analyze what appears to be widely disparate job placement of male and female recipients of graduate degrees. To our knowledge, no statistical information has been compiled on graduate women in the fields of Medicine, Dentistry, or Law.

We recommend that a future Chancellor's Advisory Committee on the Status of Women review the data in the report on Women in the Graduate Academic Sector and assemble data on women in the several professional schools to assess the possibility of discrimination against graduate women and to encourage implementation of affirmative action where appropriate.

2. Part-time Graduate Study

The possibility of part-time graduate study is important to women who wish to continue their

education while raising a family. The University is already introducing a new program for part-time study.

We request that departments develop programs for part-time study which include provisions for granting leaves of absence.

3. Age Barriers to Graduate Study

Many women who wish to return to school after fulfilling familial obligations are denied admission because of their age.

We request that departments take positive action to prevent denial of admission to qualified applicants because of age.

4. Job Referral Practices

Departments have different policies for job placement and referral of their graduate students, which often work to the detriment of women. For example, the School of Library Service has recently reviewed placement of its 1970-71 graduates, and reports[19] substantial salary differences between men and women. Women graduate students should be recommended for positions commensurate with their abilities.

a. We request that departments be asked to analyze and report on their written and unwritten policies and procedures of recommending students for jobs.

b. We request that departments be required to keep records of the post-graduate placement of their graduate students.

c. We request that departments make available to all students information regarding all job openings of which they are cognizant.

5. Underrepresentation of Women in Certain Fields

There is great disparity in the percent of women admitted to various departments.

Where women are significantly underrepresented, we request that departments institute a mechanism for recruitment of women for graduate study. Fellowships specifically designated for women could be used for this purpose.

## II. NON-ACADEMIC PROBLEMS

### A. Residency Policy

At present, a married woman's legal residence from the date of marriage is that of her husband. If a woman who has been a California resident marries a man from another state or country, she assumes his domicile and is subject to non-resident tuition fees. On the contrary, a male student does not lose residency by marrying a woman from another state. The present policy creates hardship for women affected by it. Our committee has learned of a case in which a newly

married woman has terminated her studies because of inability to pay out-of-state tuition.

We request that the Regents' policies concerning the legal residence of married women for University fee purposes be changed as specified in Appendix XII. If adopted, these proposals would create a uniform residency policy for men and women. We urge speedy action on this recommendation so that women excluded by the present policy will be able to enroll as students in the fall quarter of 1972.

B. Student Health

Birth control information and services are an inseparable part of health care for women. However, at present, a fee of $25.00 in addition to the student health fee is charged for birth control services. We recommend that this extra fee be eliminated. Furthermore, student health should include conception counseling as part of its regular services to students.

C. Child Care Facilities

A 1969 survey of UCLA students[20] showed that 650 students had children under 2 years of age, and 1,850 students had children between the ages of 2 and 6. The students interviewed at that time mentioned frequently that current child care arrangements, especially for children under 3, were often

prohibitively expensive, of poor quality and unreliable. Concern for the welfare of their children interfered with the parents' University studies. Eighty-three percent of the students said they would use a UCLA child care center if it became available. From the response of students it appears that almost 2000 children might be enrolled in a University child care center. Although a child care center at UCLA was established in April 1971, its capacity to meet the needs of the campus community is limited. The center accommodates only 85 children at any one time, only a small fraction of the children of students desiring to make use of the center. Child care facilities are also required for the children of some 1000 UCLA employees who need care for at least a portion of the day. Therefore, we strongly recommend that the University financially support expansion of the existing child care facilities and create more such facilities on campus.

# Chapter Four

## STUDY OF GRADUATE STUDENTS: RESEARCH ON CAREERS OF WOMEN

The inverse correlation between percentage of women and rank within the academic community is clearly demonstrated statistically. Women drop out or fall behind their male colleagues for many reasons, most of which are documented only by anecdotal evidence. Overt discrimination exists but is becoming unfashionable,* and covert or unconscious discrimination is difficult to document.

Institutional arrangements, which were developed in response to the needs of males, have by their inflexibility made professional careers difficult for women. For example, nepotism rules, only recently modified at UCLA, have almost without exception hampered the career of the woman, not of her husband. Surely family responsibilities as well as the paucity of role models have acted to divert women from commitment to a career. However, we are not aware of the existence of any extensive scholarly analysis of the

* Questioning of faculty members by members of this Committee elicited multiple references to discriminatory statements and acts of colleagues dating from periods prior to 1967; no one described such words or deeds within the past five years.

historical, psychological, and social pressures which result in the present structure of the University community.

Because meaningful change should be effected with understanding, we believe that the University should assemble material for comparative studies of the careers of its former male and female graduate students. We therefore recommend that every department be asked to obtain relevant information by means of a questionnaire or other feasible means on a representative sample of men and women who have received a degree in that department at the master's level or higher within the last ten years. This information should include an academic resume and a summary of the student's activities since leaving UCLA along with details of employment. Special emphasis should be placed on ascertaining the crucial points at which career goals were forwarded or modified. Questions should attempt to pinpoint key factors in the student's decision to take a particular job or not to work at all.

The material obtained should be collated and made available for study on this campus and elsewhere. Research based on this data must be supplemented by interviews with former students and their professors. We suggest that support for such in-depth studies be made available through the regular departments or the Women's Studies Program.

# Chapter Five

## ESTABLISHMENT OF A STANDING COMMITTEE

We request the Chancellor to establish an Advisory Committee on the Status of Women as a standing committee, chaired by a woman.

### I. MEMBERSHIP

#### A. Composition

We propose that the Committee be composed, as it is now, of women representatives of faculty, staff and students including minorities, but should also include at least one representative of the University Extension program in the Extension Specialist Series. Future Committees should include several members of the Academic Senate, and at least one person with an academic appointment who is not a member of the Academic Senate. Faculty and staff members should be appointed for two years with staggered terms, while student representatives should be appointed annually by the student body presidents. Representatives of the Women's Studies Programs, the Association of Academic Women, and other active women's groups on campus should be asked to submit nominations for membership.

B. Released Time

On this year's Committee, some members were unable to attend meetings because they were not granted released time by their administrative units. When future appointments are made, we request that a letter be sent to the appropriate administrative officer authorizing released time for the appointee, and that the letter of appointment state that released time is officially authorized.

II. CHARGE TO THE COMMITTEE

We propose that the charge to the Committee be drawn as follows:

The Committee shall investigate, analyze, and make recommendations on matters of particular interest to women on the UCLA campus. Specific issues shall be brought to the attention of the Vice Chancellor most directly concerned with the problem.

A. Academic Women

The Committee shall prepare for its annual report a summary of the progress being made toward achieving greater representation of women on the UCLA faculty. The report shall include material submitted to the Committee by departments as outlined in section II-C of the chapter on Faculty Women. The Committee shall also be charged with reviewing Faculty Affirmative Action programs.

B. Staff Women

1. The Committee shall compile reviews concerning policies, procedures, attitudes, and practices affecting all aspects of the employment status of women.
2. The Committee shall make specific recommendations based on analyses and evaluations of these reviews.
3. The Committee shall compile data on selection procedures, advancement practices, and wages for women employees within Departments and Divisions.
4. The Committee shall review Affirmative Action Programs and Progress Reports relating to staff women.
5. The Committee shall aid in promoting and planning education and in-service training programs to develop deeper understanding and sensitivity to subtle discrimination prevalent in the community and reflected within the University.

C. Student Women

1. The Committee shall review the changes introduced in counseling of women students and shall propose additional modifications where necessary.
2. The Committee shall analyze the Report on Women in the Graduate Academic Sector, with particular emphasis on patterns of employment and financial support.

3. The Committee shall review student recruitment programs, with particular emphasis on enrollment in departments where women have been underrepresented in either undergraduate or graduate programs. This review should include a consideration of the use of financial inducements to increase the enrollment of women.

D. Minority Women

As we have investigated the status of women in the University, we have been reminded repeatedly of the dual burden which is borne by an individual who is both female and a member of a minority in our society.

Recognizing the special problems of minority women, we suggest that the Committee on the Status of Women appoint a subcommittee on the Status of Minority Women. This subcommittee should investigate the special problems involved in recruitment, training, and advancement of minority women at all levels of the University.

E. Extension Program

The Committee is aware that the University's Extension Program affects many women, both as teachers and as students. Special problems regarding the women involved in this program have been called to our attention, but, because of the short

period for which this Committee was appointed, we have not been able to study them.

We therefore propose that future Committees examine and recommend action to handle the special problems of women in the University Extension Program.

III. PUBLICATION

The Committee shall publish annually a report on the Status of Women at UCLA. Funds for necessary research and for publication of the annual report shall be provided to the Committee.

# NOTES

1 Report on Higher Education, March 1971, U.S. Department of Health, Education and Welfare, U.S. Government Printing Office #HE 5.250:50065, 1971.

2 Dorothy Gies McGuigan, A Dangerous Experiment, 100 Years of Women at the University of Michigan, Center for Continuing Education of Women, University of Michigan, Ann Arbor, 1970.

3 Rita Simon, Shirley Merritt Clark, and Kathleen Galway, "Women Ph.D.'s, A Recent Profile," Social Problems, 15, 221, 1967, as quoted in the Report on Higher Education, March 1971.

4 Report of the Committee on the Status of Women in the Faculty of Arts and Sciences, April, 1971, Faculty of Arts and Sciences, Harvard University, Cambridge, Massachusetts, 1971.

5 Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus, from the Report of the Committee on Senate Policy, Academic Senate, Berkeley Division, May, 1970.

6 Academic Employment of Women at Stanford, A Report to President Richard W. Lyman from Anne S. Miner, Consultant to the President on Affirmative Action for Women, submitted October 13, 1971 and published November 15, 1971.

7 Women in the University of Chicago, A Report of the Committee on University Women, prepared for the Committee of the Council of the University Senate, May 1970.

8 "Teaching Faculty in University and Four-year Colleges, Spring, 1963," U.S. Office of Education report 53022-33, reprinted in Discrimination Against Women; Hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-first Congress: Second Session on Section 805 of H.R. 16098, Part 2, Hearings of July 1 and 31, 1970, U.S. Government Printing Office 50-147 O, Washington, 1971.

9 "Academic and Staff, Ethnic Employment by Title Code-Per 05," Los Angeles Campus, as of October 31, 1971 and dated November 13, 1971.

10 UCLA General Catalog, 1971-1972 Issue, University of California, Los Angeles, Volume II, May 10, 1971.

11 An Assessment of Quality in Graduate Education, American Council of Education, 1966. Also tabulated in Table XII of the Report of the Sub-Committee on the Status of Academic Women on the Berkeley Campus, Academic Senate, Berkeley Division, May, 1970.

12 First Report on Affirmative Action Program (Policy No. 61), 1971-72. Graduate School of Library Service, UCLA, April 1972.

13 Women in the Graduate Academic Sector, Report of the Coordinating Council of Graduate Affairs, University of California, April, 1972.

14 "Affirmative Action Programs," U.S. Department of Labor, Revised Order 4, Public Contracts and Property Management, Section 60-2.13 (h), Federal Register, August 31, 1971.

15 California Labor Statistics, Bulletin #557, December, 1970.

16 "Wage and Salary Survey in Los Angeles County," March 1972, in Los Angeles County Salary Schedule, 1971 to 1972.

17 Staff Personnel Manual, Sections 430.2 and 430.3, Office of the President, Director of Personnel, University of California, Berkeley, March 1, 1972.

18 "Guidelines on Discrimination Because of Sex," Title 29, Equal Opportunity Commission, Chapter 14, Part 1604, Code of Federal Regulations, Federal Register, Vol. 36, No. 66, (Appendix F), April 5, 1972.

19 "Placement of 1970-71 SLS Graduates: Is Sex Discrimination a Reality?" Department Announcement #72-123, The School of Library Service, University of California, Los Angeles, April 20, 1972.

20 Child Care Center, A Proposal by the Associated Students of UCLA. Submitted to the Chancellor, January, 1971.

21 Personnel Listed by Organizational Unit, Data Processing Run PER-03, University of California, January 31, 1972.

Appendix I

## Women on the Teaching Staff at UCLA, 1971[9]

Table I. Women in the Regular Professorial Series

| Rank | Total | Women | Women as % of total | Women as % of total in depts. other than Nursing, Public Health, and Phys. Ed. |
|---|---|---|---|---|
| Professor | 661 | 30 | 4.5% | 3.1% |
| Assoc. Professor | 312 | 22 | 7% | 4.4% |
| Asst. Professor | 422 | 46 | 11% | 8.8% |
| Instructor | 3 | 3 | 100% | --- |
| All ranks | 1398 | 101 | 7% | 5.2% |

Table II. Women Holding Teaching Appointments

| Rank* | Total | Women | Women as % of total |
|---|---|---|---|
| Professor | 719 | 34 | 4.7% |
| Assoc. Professor | 339 | 23 | 6.8% |
| Asst. Professor | 522 | 64 | 12% |
| Other** | 315 | 101 | 32% |
| All teaching titles | 1895 | 222 | 12% |

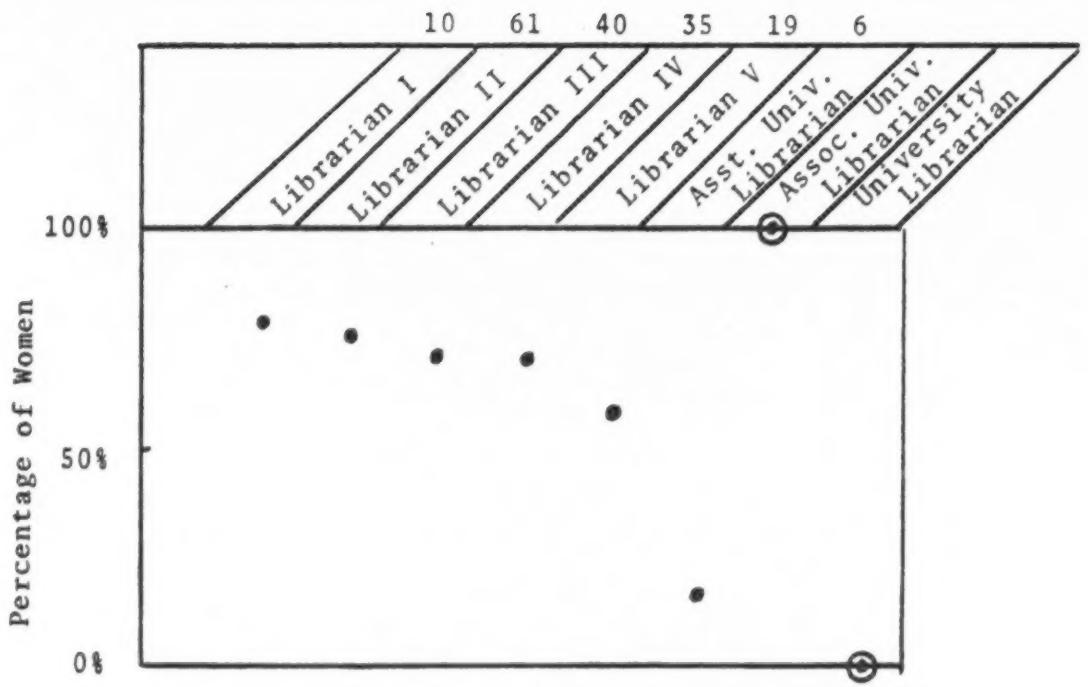
* This table includes titles in the Regular Professorial, Acting Professorial, In-Residence, Clinical, Law, Visiting, and Adjunct Series

** Excludes student teaching assistants

Appendix II

ACADEMIC LIBRARIANS

Percentage of Women Versus Rank




The number of individuals at each rank is shown at the top of each column.

The two circled points representing single individuals are not considered statistically significant.

Appendix III

## Historical Survey of Women in the Regular Professorial Series at UCLA

(Data Obtained from General Catalogues from Selected Years)

| Year | PROFESSOR | | | ASSOCIATE PROFESSOR | | | ASSISTANT PROFESSOR | | |
|---|---|---|---|---|---|---|---|---|---|
| | T | W | %W | T | W | %W | T | W | %W |
| 1971-72 | 658 | 26 | 4% | 323 | 24 | 7% | 423 | 37 | 8% |
| 1965-66 | 450 | 21 | 5% | 247 | 21 | 8% | 348 | 24 | 7% |
| 1960-61 | 373 | 13 | 3% | 243 | 23 | 9% | 217 | 22 | 10% |
| 1950-51 | 130 | 17 | 13% | 126 | 13 | 10% | 137 | 8 | 6% |
| 1940-41 | 69 | 4 | 6% | 80 | 6 | 8% | 78 | 18 | 23% |

| Year | ALL RANKS | | TENURE RANKS | |
|---|---|---|---|---|
| | T | %W | T | %W |
| 1971-72 | 1404 | 6% | 981 | 5% |
| 1965-66 | 1045 | 6% | 697 | 6% |
| 1960-61 | 833 | 7% | 616 | 6% |
| 1950-51 | 393 | 10% | 256 | 12% |
| 1940-41 | 227 | 12% | 149 | 7% |

T = Total faculty

W = Women faculty

%W = Percentage of women

Appendix IV

Text of a Letter Soliciting Candidates for Appointment to the Faculty of the Department of Chemistry at the Massachusetts Institute of Technology* (Emphasis added)

We are considering appointments in the Department of Chemistry at the Instructor and Assistant Professor level for the 1972-73 academic year. Candidates in any field of chemistry whom you could recommend as outstanding in teaching and research will be of interest to us.

We are especially interested in considering minority group or female candidates, and we are willing to consider the possibility of a half-time appointment to a female candidate who could be recommended highly, but could not be available for a full-time appointment.

Your assistance in bringing to our attention any individuals whom you feel we should consider will be appreciated. I should like to receive a curriculum vitae, a list of publications, and a description of research interests from the candidate, and letters of recommendation from your faculty who recommend the candidate for a position on our staff.

* We wish to thank Professor Glenn A. Berchtold, Chairman of the Department, for his permission to quote the text of this letter.

Appendix V

## Non Analyst Officials and Managers

| Salary Range | Total Employees | Male | Female |
|---|---|---|---|
| 676-783 | 1 | 1 | 0 |
| 783-950 | 3 | 3 | 0 |
| 863-1048 | 28 | 14 | 14 |
| 905-1100 | 1 | 1 | 0 |
| 950-1155 | 13 | 7 | 6 |
| 1048-1273 | 34 | 21 | 13 |
| (Subtotal) | | (47) | (33) |
| 1100-1337 | 2 | 2 | 0 |
| 1155-1408 | 21 | 13 | 8 |
| 1213-1475 | 8 | 8 | 0 |
| 1273-1548 | 8 | 5 | 3 |
| 1548-1882 | 3 | 3 | 0 |
| (Subtotal) | | (31) | (11) |
| | | 78 | 44 |
| One Ombudsman unclassified - no official range and one unclassified secretary - no official range. | | 1 | 1 |
| TOTAL | | 79 | 45 |

Appendix VI

Staff Research Associate Series in the
Federal Occupational Job Category of Professional

| Title Code | Title | Salary Range | Male | Female | % Female |
|---|---|---|---|---|---|
| 9610 | Staff Research Associate IV | 905-1100 | 31 | 15 | 33% |
| 9611 | Staff Research Associate III | 821-998 | 42 | 61 | 59% |
| 9612 | Staff Research Associate II | 746-905 | 72 | 181 | 72% |
| 9613 | Staff Research Associate I | 644-783 | 101 | 109 | 52% |

Appendix VII

Technical Job Categories[21]
Campus Activities Service Office

| Title Code | Title | Male | Female |
|---|---|---|---|
| 6119 | Supervisor Audio Visual & Photo | 1 | |
| 6203 | Lantern & Projector Operator | 11 | |
| 6282 | House Manager II | 9 | |
| 6283 | House Manager I | 16 | 1 |
| 6284 | Assistant House Manager | 34 | 2 |
| 6311 | Manager Central Stage Services | 1 | |
| 6313 | Auditorium Manager II | 5 | |
| 6314 | Auditorium Manager I | 4 | |
| 6317 | Sr. Wardrobe Technician | | 3 |
| 6318 | Wardrobe Technician | | 3 |
| 6332 | Sr. Scene Technician | 6 | |
| 6333 | Scene Technician | 18 | |
| 6343 | Stage Assistant | 38 | 3 |
| 6344 | Stage Helper | 29 | 2 |
| 8302 | Sr. Electronics Technician | 1 | |
| 9603 | Laboratory Assistant II | 6 | |
| 9607 | Laboratory Assistant I | 12 | |
| | | 191 | 14 |

Appendix VIII

Qualifications for Automotive Equipment Operator

Personnel Manual
University of California

Class Specifications - G.7
Automotive
Equipment Operator I - 8487

AUTOMOTIVE EQUIPMENT OPERATOR I
(November, 1966)

DUTIES SUMMARY:

Under supervision, operates an automobile, panel or pick-up truck, carry-all, small bus, or similar vehicle in the transport of passengers or equipment and supplies; and performs other related duties as required.

DISTINGUISHING CHARACTERISTICS:

Positions in this class involve the driving of passenger cars, light trucks, or small buses, in the delivery of passengers and/or materials. Positions in this class are typically filled by career employees. This class is distinguished from Garage Attendant and Deliveryman in that a significant part of the duties involves the actual driving of vehicles.

EXAMPLES:

Drives a bus designed to carry 8 passengers or less transporting employees and/or students on scheduled or special routes between the campus and outlying installations.

Loads, hauls, and delivers supplies and equipment, mail, freight, animals, etc., to outlying departments.

Transports passengers to or from airports or depots.

Keeps records as requested.

May perform automotive service and maintenance duties such as washing, fueling, changing tires, and checking oil level.

May perform general labor such as the loading and unloading of materials.

MINIMUM EDUCATION AND EXPERIENCE QUALIFICATIONS:

Completion of the eighth grade and one year of experience in the oepration of automotive equipment; or an equivalent combination of education and experience. Must possess a valid California Department of Motor Vehicles Driver's License.

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Personnel Manual
University of California

Class Specifications - G.7.
Automotive
Equipment Operator II - 8486

AUTOMOTIVE EQUIPMENT OPERATOR II
(November, 1966)

DUTIES SUMMARY:

Under supervision, operates a medium or heavy service truck, or a bus designed to carry more than 8 passengers, or similar automotive equipment in the transport of equipment and supplies, materials, and passengers; and performs other related duties as required.

DISTINGUISHING CHARACTERISTICS:

Positions in this class involve the driving of medium or heavy size trucks, or buses designed to carry more than 8 passengers. Duties include related labor work and the servicing of vehicles. This class differs from the Automotive Equipment Operator I in that the primary duties involve operation of heavier trucks and buses which are designed to carry more than 8 passengers.

EXAMPLES:

Drives a bus designed to carry more than 8 passengers transporting employees and/or students on scheduled or special routes between the campus and outlying installations.

Loads, hauls and delivers freight such as supplies, equipment, furniture, laundry, animals and food between various University departments, terminals, etc., normally using medium or heavy service trucks.

Drives a rubbish truck, making routine collections and disposing of dry refuse, wet garbage, non-burnable trash, and animal wastes.

Operates a dump truck in the delivery of fill or gravel or the removal of rubbish.

Cleans, services, and performs minor maintenance on vehicles.

Performs miscellaneous labor and errands as assigned; performs related record keeping duties.

May supervise the work of one or two helpers.

MINIMUM EDUCATION AND EXPERIENCE QUALIFICATIONS:

Completion of the eighth grade, one year of experience in the operation and care of trucks or buses; or an equivalent combination of education and experience. Must possess a valid California Department of Motor Vehicles Driver's License.

Appendix IX

## Food Service Workers

| Title | Salary Range | Male | Female |
|---|---|---|---|
| Senior Cook | 584-710 | 4 | 0 |
| Cook | 530-644 | 4 | 4 |
| Principal Food Service Worker | 469-571 | 3 | 12 |
| Senior Food Service Worker | 425-517 | 3 | 18 |
| Food Service Worker | 386-469 | 9 | 3 |
| | | 23 | 37 |

Note: The Residence Halls employ no Bakers (whose salary range is the same as that of Cook).

Senior Cook - Leadman supervisor of cooks

Cook - Journeyman level of cooking

Principal Food Service Worker -

Male: Supervising dishroom and Maintenance Workers

Female: In charge of bake shops where they make fancy desserts such as cheese cakes, pies, German chocolate cakes and cream puffs including decoration of bakery products when requested. On weekends Principal Food Service Workers cook the breakfast and bring up the noon meal as cooks do not report to work until 10 a.m. In one Hall this condition exists during the week. One supervises the making of sandwiches for for Vending Operation.

Senior Food Service Worker -

Male: Dish machine and kitchen maintenance work

Female: Prepare salads, finger sandwiches, act as supervisors on cafeteria serving lines and do some cooking and baking.

Food Service Worker -

Male: Dishroom duties and light maintenance

Female: Work as assistant bakers, prepare salads, sandwich preparation, and cafeteria line serving.

Class Specifications follow.

University of California
Personnel Manual
March, 1971

Class Specifications - C.2.
Principal Baker - 5501
Senior Baker - 5502
Baker - 5503
Assistant Baker - 5505

## SERIES CONCEPT

Bakers perform or supervise baking duties in a campus bakery; and perform other related duties as required.

Incumbents typically weigh, sift, measure and mix baking ingredients; add shortening, yeast, leavening agents, seasoning, water and milk; prepare ingredients and bake bread, rolls, cookies, pies, cakes, biscuits and puddings; [redacted] ovens and maintain proper temperature levels; may prepare [redacted]erts, fillings and icings; may prepare special diets for patients in a dietary unit; and may supervise Assistant Bakers and Food Service Workers in the preparation of bakery products and in the maintenance of sanitation and safety standards in a campus bakery or kitchen.

The series consists of four levels. Assistant Baker is the sub-journeyman level; Baker is the journeyman level; Senior Baker is the advanced journeyman or working supervisory level; and Principal Baker is the full supervisory level.

## CLASS CONCEPTS

### Principal Baker

Under general supervision incumbents plan and supervise the preparation and delivery of bakery products and the maintenance of sanitary standards in a large campus bakery.

Incumbents typically supervise a large group of Senior Bakers, Bakers and Assistant Bakers in the preparation of bakery products and in the maintenance of sanitary standards; maintain quality and/or portion control of bakery products; supervise the delivery of completed orders; order supplies for the bakery; may assist in the planning and development of new baked products; may supervise and/or assist in the preparation of modified diet items in a hospital dietary operation; and may have the overall responsibility for scheduling of a group of Senior Bakers, Bakers and Assistant Bakers in a shift operation.

Positions in this class differ from those in the Senior Baker class in that incumbents typically have planning, scheduling, supervisory, quality and cost control responsibility over the operations of a campus bakery.

March, 1971

Baker Series

## Senior Baker

Under supervision incumbents supervise a group of Bakers and Assistant Bakers and perform the more difficult duties in a campus bakery.

Incumbents typically act as working supervisors for groups of Bakers and Assistant Bakers in the performance of duties outlined in the Series Concept; train Bakers and Assistant Bakers; schedule, coordinate and evaluate the work of Bakers and Assistant Bakers; decorate fancy bakery products; and may prepare specialized menu items in a hospital dietary.

Positions in this class are distinguished from those in the Baker Class by the greater supervisory responsibility and the performance of more difficult baking duties.

## Baker

Under supervision incumbents perform journeyman level baking duties as outlined in the Series Concept.

Incumbents typically train and/or supervise one or more Assistant Bakers in the performance of baking duties in a campus bakery and perform journeyman level baking duties.

Positions in the Baker class differ from those in the Assistant Baker class in that incumbents perform journeyman level duties requiring previous training or experience in the preparation of bakery products.

## Assistant Baker

Under supervision incumbents perform sub-journeyman level duties in a campus bakery.

Incumbents typically assist Bakers in the making of bread, rolls, biscuits, cakes, puddings, pies and desserts; measure and mix ingredients to make dough and batter; prepare pans to receive dough or batter prior to baking; and may make fillings, icings and crusts for pies.

Positions in this class differ from those in the Food Service Worker Series in that incumbents perform specialized sub-journeyman level food preparation duties in a campus bakery.

March, 1971 Baker Series

MINIMUM QUALIFICATIONS

Principal Baker

Ability to read, write, perform basic arithmetic calculations, and five years of experience in the preparation of bakery products and general maintenance of a bakery or kitchen area including at least one year of supervisory responsibility.

Senior Baker

Ability to read, write, perform basic arithmetic calculations, and four years of experience in the preparation of bakery products and general maintenance of a bakery or kitchen area.

Baker

Ability to read, write, perform basic arithmetic calculations, and three years of experience in the preparation of bakery products and general maintenance of a bakery or kitchen area.

Assistant Baker

Ability to read, write, perform basic arithmetic calculations, follow oral and written instructions, and two years of experience in the preparation of bakery products and general maintenance in a campus bakery or kitchen area.

University of California
Personnel Manual
March, 1971

Class Specifications - C.2.
Principal Cook - 5521
Senior Cook - 5522
Cook - 5523
Assistant Cook - 5524

## SERIES CONCEPT

Cooks perform or supervise food preparation duties in a kitchen of a campus hospital, residence hall, restaurant or cafeteria; and perform other related duties as required.

Incumbents typically prepare eggs, ham, bacon, sausage, waffles, hot cakes, French toast, English muffins, and hot cereals for breakfast menus; prepare hamburgers, grilled frankfurters, cold plate entrees, hot and cold sandwiches and soups for lunch menus; prepare meat, fish, poultry by roasting, broiling, steaming, baking, stewing or deep pot frying for dinner menus. Incumbents may prepare dressings, soups, sauces, gravies, salads, desserts; may cut, trim and bone meat, fish, and poultry; and may supervise Assistant Cooks and Food Service Workers in the performance of food preparation duties and in the maintenance of sanitation and safety standards in a campus kitchen.

The Cook series consists of four levels. Assistant Cook is the sub-journeyman level; Cook is the journeyman level; Senior Cook is the leadman supervisory level, and Principal Cook is the full supervisory level.

## CLASS CONCEPTS

### Principal Cook

Under general supervision, incumbents plan and supervise food preparation, food serving and sanitary maintenance activities in a large campus kitchen.

Incumbents typically supervise a large group of Senior Cooks, Cooks and Assistant Cooks in the performance of food preparation duties; plan menus in consultation with the Food Service Manager; determine food preparation methods and portion control; and train Cooks and Assistant Cooks. Incumbents may make decisions on the utilization of leftover foods; may have cost control responsibilities in the provision of catered meals, e.g., ordering special foods, determining the cost for each meal; may supervise the preparation of special diets in a hospital diet kitchen; may have overall responsibility for the scheduling of a group of Senior Cooks, Cooks and Assistant Cooks in a shift operation; and may assist in the determination and ordering of supplies for the kitchen.

March, 1971 Cook Series

Positions in this class differ from those in the Senior Cook class in that incumbents typically have planning, supervisory, quality and cost control responsibility over the operations of a campus kitchen.

Senior Cook

Under supervision, incumbents supervise a group of Cooks and Assistant Cooks and perform the more difficult food preparation duties in a campus kitchen.

Incumbents typically act as working supervisors for groups of Cooks and Assistant Cooks in the performance of duties outlined in the Series Concept; train Cooks and Assistant Cooks; schedule and evaluate the work of Cooks and Assistant Cooks in a food preparation operation; maintain quality control in quantity cooking through efficient food preparation methods; garnish special menu items; and may prepare difficult specialized menus in a hospital diet kitchen.

Positions in this class are distinguished from those in the Cook class by the greater supervisory responsibility and the performance of more difficult cooking duties.

Cook

Under supervision, incumbents perform journeyman level food preparation duties as outlined in the Series Concept.

Incumbents typically train and/or supervise one or more Assistant Cooks in the performance of food preparation duties in a campus kitchen and perform journeyman level food preparation duties.

Positions in this class differ from those in the Assistant Cook class in that incumbents perform journeyman level duties requiring previous training or experience in food preparation techniques.

Assistant Cook

Under supervision incumbents perform sub-journeyman level food preparation duties in a campus kitchen.

Incumbents prepare vegetables and other foods for cooking; prepare salad dressings, special salds, cold plate sandwich ingredients, hors d'oeuvres for meals; may prepare short orders e.g., on the grill in a cafeteria; may prepare special sauces and gravies; and may reconstitute "convenience foods" according to standardized procedures.

March, 1971

Cook Series

Positions in this class differ from those in the Food Service Worker series in that incumbents perform specialized sub-journeyman level food preparation duties in a campus kitchen.

## MINIMUM QUALIFICATIONS

### Principal Cook

Ability to read, write, perform basic arithmetic calculations, and five years of experience in food preparation and general maintenance of a kitchen area including at least one year of supervisory responsibility.

### Senior Cook

Ability to read, write, perform basic arithmetic calculations, and four years of experience in food preparation and general maintenance of a kitchen area.

### Cook

Ability to read, write, perform basic arithmetic calculations, and three years of experience in food preparation and general maintenance of a kitchen area.

### Assistant Cook

Ability to read, write, perform basic arithmetic calculations, follow oral and written instructions, and two years of experience in food preparation and general maintenance in a kitchen or dining area.

University of California
Personnel Manual
March, 1971

Class Specifications - C.2.
Principal
Food Service Worker - 5650
Senior
Food Service Worker - 5651
Food Service Worker - 5652

## SERIES CONCEPT

Food Service Workers perform duties related to food preparation, service and/or general maintenance in a kitchen or dining area of a campus hospital, residence hall, restaurant or cafeteria; and perform other related duties as required.

Incumbents typically perform unskilled or semi-skilled tasks; peel, slice, seed, core and dice vegetables or fruits by hand or using such mechanical equipment as automatic peelers, slicers and dicers; set up tray line by arranging food and/or dessert, pouring salad dressing, filling creamers, dishing condiments, cutting butter, arranging rolls and pastry, preparing coffee and/or tea; wash and stack dishes; clean and scrub pots and pans; clean conveyors, racks and set up trays; sweep and map floors in a kitchen or dining area; may deliver trays to patients in a hospital; and may serve customers in a cafeteria or restaurant. Incumbents may serve as work leaders for groups of Food Service Workers in the performance of food preparation, serving and/or general maintenance functions.

Classes in the Food Service Worker series are distinguished from classes in the Food Service Supervisor series in that incumbents perform unskilled or semi-skilled duties in a kitchen or dining area typically without supervisory responsibility. The series consists of three levels. Food Service Worker is the entry level; Senior Food Service Worker is the operational level; and Principal Food Service Worker is the leadman operational level.

## CLASS CONCEPTS

### Principal Food Service Worker

Under supervision incumbents serve as work leaders for a group of approximately five or more Food Service Workers and perform semi-skilled food preparation, serving and general maintenance duties as required in a kitchen or dining area. Incumbents may supervise a group of Food Service Workers in the performance of routine unskilled food preparation, serving and general maintenance duties in a kitchen or dining area; and may independently prepare household size modified diet items in a metabolic or diet kitchen or a large hospital department.

Principal Food Service Worker differs from the Assistant Cook and the Assistant Baker classes in that incumbents typically

serve as work leaders in the performance of general food preparation, serving and maintenance duties. It is distinguished from classes in the Food Service Supervisor series by a lesser degree and/or limited nature of the supervisory responsibility.

Typical Level Examples

Incumbents serve as work leaders and may assist in the training of Food Service Workers performing as cafeteria line, dining room, dishmachine, pot and pan machine or general maintenance attendants.

Incumbents serve as counter attendants in a cafeteria or restaurant typically with responsibility for correct handling of cash transactions and maintaining satisfactory customer relationship during an assigned shift.

Incumbents supervise a group of Food Service Workers (usually less than 10 full-time-equivalent employees) in the performance of routine food preparation, serving and general maintenance duties in a kitchen or dining area.

Senior Food Service Worker

Under supervision, incumbents perform semi-skilled food preparation, serving and general maintenance duties in a kitchen or dining area. Incumbents may serve in a lead capacity over a small group of Food Service Workers (typically less than 5 full-time-equivalent employees). The Senior Food Service Worker differs from the Food Service Worker in that the duties performed usually require previous experience or training in food preparation, serving and general maintenance in a kitchen or dining area, and also require greater knowledge of the complexities of the area serviced.

Typical Level Examples

Incumbents serve food on a cafeteria steam line or in a dining area with portion control responsibility; and may prepare desserts and/or salads to be served in a cafeteria or dining room operation.

In a diet kitchen incumbents prepare special orders under close supervision of a dietitian; and measure and place food items on trays and deliver trays to patients in a hospital.

As general maintenance workers, dishmachine attendants, pot and pan machine attendants, incumbents perform a wider variety of

duties than is typical of the entry level, with less supervision, and greater responsibility for the maintenance of the equipment used.

Food Service Worker

Under close supervision, incumbents perform a variety of unskilled duties related to food preparation, serving and general maintenance in a kitchen or dining area.

Typical Level Examples

As cooks' helpers incumbents pan bacon and sausages, crack eggs, wash and cut raw vegetables, slice luncheon meats; open and pan convenience food items in preparation for reconstitution; grind dry bread for crumbs; replenish dry storage bins; and clean equipment, cutlery, utensils, work tables, shelves, storage racks, meat blocks, cutting boards and sinks in the main food production areas.

As cafeteria line or dining room attendants incumbents set up menu items to be served for each meal; fill cold wells with ice; assemble plates, cups, silver and tray racks; prepare cream dispensers and set up coffee supplies, replenish napkins, tea bags, cold cereals and ice cream; serve food to customers; and clean food warmers, cold wells, counter tops, pass-through refrigerators, toasters, sinks and bread machines.

As dishmachine attendants, incumbents scrape, stack, load, unrack and store dishes, glassware, silver and trays; assemble, operate, breakdown and clean dishmachine; and clean interior and exterior of conveyor belt.

As pot and pan machine attendants, incumbents assemble, scrape, soak and wash pots, pans and utensils in the pot machine; and clean pot machine, work tables, soak sinks and portable storage pot racks.

As general maintenance workers, incumbents clean and maintain stockpots, steam chef cookers, ovens, grills, deep wells, fryers and mixers; clean work tables, shelves, sinks, drinking fountains, storage cabinets, ice machines, refrigerators and food storage bins; clean walls, doors, and air-vents; collect empty, wash and redistribute garbage cans; and sweep and mop floors in kitchen or dining area.

MINIMUM QUALIFICATIONS

Principal Food Service Worker

Ability to read, write, perform basic arithmetic calculations,

and two years of experience in food preparation and general maintenance in a kitchen or dining area.

Senior Food Service Worker

Ability to read, write, perform basic arithmetic calculations, follow oral and written instructions, and one year of experience in food preparation and general maintenance in a kitchen or dining area.

Food Service Worker

Ability to read, write and follow oral and written instructions.

Appendix X

Reading List

The Committee does not wish to single out a particular course for criticism, but desires to demonstrate that bias against women does exist in course content. Often this bias is manifested by a failure to note the contributions of women rather than by the explicit introduction of prejudicial statements about women.

For example, the time period covered by the course whose reading list follows encompasses the Women's Suffrage Movement, yet the existence of the Movement is not even acknowledged in the course syllabus, nor was it discussed in class. Women writers of this period such as Simone de Beauvoir, Virginia Woolf and Anais Nin were similarly neglected.

READING LIST: Twentieth Century European Cultural and Intellectual History

I. The Breakdown of Liberal Political and Social Culture

Carl E. Schorske, "Politics and the Psyche in fin de siecle Vienna," American Historical Review, Vol. 66, No. 4 (July 1967), 930-946. In College Library Reserve Service.

Carl E. Schorske, "Politics in a New Key: An Austrian Triptych," Journal of Modern History, Vol. 39 (December, 1967), 343-386.

Peter Loewenberg, "Theodor Herzl: A Psychoanalytic Study in Charismatic Political Leadership," in Benjamin B. Wolman, ed., The Psychoanalytic Interpretation of History (N. Y. Basic, 1971), pp. 150-191.

II. The Rise of a Culture of Subjective Sensibility

Sigmund Freud, Dora: An Analysis of a Case of Hysteria, (1905), (N.Y.: Crowell-Collier, 1963).

Marcel Proust, Swann's Way (N.Y.: Random House Modern Library, 1928).

Andre Gide, If It Die: An Autobiography (N.Y.: Modern Library, 1935).

III. The New Social Science

From Max Weber: Essays in Sociology, H. H. Gerth and C. Wright Mills, eds. (N.Y.: Oxford Galaxy, 1958), pp. 3-74, 196-264, 302-324.

IV. Ambivalence and Rebellion

Franz Kafka, "The Judgment," in The Penal Colony: Stories and Short Pieces (N.Y.: Schocken, 1948), pp. 49-63.

Thomas Mann, "Disorder and Early Sorrow," in Death in Venice and Seven Other Stories (N.Y.: Vintage, 1959), pp. 182-216.

Hermann Hesse, Steppenwolf (N.Y.: Holt, Rinehart and Winston, 1963).

V. Existentialism and Commitment

Jean Paul Sartre, The Age of Reason (N.Y.: Bantam, 1959).

Albert Camus, The Plague (N.Y.: Modern Library College Edition, 1948).

Appendix XI

Report on the Women's Studies Programs
Presented to Assistant Vice Chancellor Orbach, February 1972

Dr. Raymond L. Orbach
Office of Academic Change and
Curriculum Development
Campus

Dear Dr. Orbach:

We would like to thank CED for funding the current Women's Studies classes and to report on their success this quarter. The "Introduction to Women's Studies," CED 167, has an enrollment of eighty-seven, and of these eighteen are men. Many other students indicated their interest in taking this course but were unable to enroll due to schedule conflicts. In addition, twelve to fifteen auditors regularly attend. In the first weeks of the course the instructors and teaching assistants have had a great deal of positive feedback both on an academic and personal level. A number of students who enrolled simply to fill up their schedules now say they have become very involved in the class and that they do the readings for this course before anything else.

The "Psychology of Women," CED-Psych 165, is also heavily enrolled. Despite a mix-up in pre-registration which resulted in many students receiving their preferred program cards with the message that the Psychology class was cancelled, over two hundred and fifty students attended the first class meeting. Since our original maximum was one hundred and twenty-five, we strongly discouraged people from taking the class. Over two hundred students were still interested. Therefore, we enlarged the class size to one hundred and sixty-five. Many of the students who were not admitted are looking forward to taking the class this summer (which will be supported fully by the Psychology Department as Psych 165).

Ms. Rainer is delighted with the progress of her class, "Identity through Expression," CED 166. She wished to limit the enrollment to seventeen, but had three times that number show up for the first meeting. She then selected upper division students, hoping that Freshmen and Sophomores would have an opportunity to take such a class at a later date. There are now twenty-two black and white women enrolled in the class, plus one auditor. Attendance is outstandingly

regular and the students have always done the reading even though the work load in this class is very heavy. Scheduled class meetings always extend an hour past the required time, and every week additional evening meetings have been requested even when the instructor cannot be present. This is the most experimental class in terms of technique, and the collective approach to learning attempted here has been very successful. Students volunteer to prepare the discussion of various readings and have taken responsibility for making the class a mutually enjoyable exploration of literature, writing and the self. The students plan to continue the class on an informal level after the quarter ends.

History 198B-C, "Relationships between Men and Women in American Life," is working relatively well given the restrictions placed on it by the College of Letters and Science. Two "seminars" are being given this quarter in which students are exploring their own personal stereotypes and role concepts along with the intellectual and social history of male/female relationships. The term "seminar" must be qualified, however, for more than fifty-five students had to be squeezed into two seminars; others were discouraged and were turned away because of the limited space. Nevertheless, student response has been rewardingly enthusiastic and is reflected in the intellectual commitment to the study of history and relationships.

Overall, then, it must be said that the Women's Studies courses given this quarter have met a vital intellectual and social need on this campus. It must also be admitted that the present classes are inadequate, alone, to fulfill a growing demand for knowledge about the position of women in our society.

Sincerely,

The Women's Studies Council
Women's Studies Program at
UCLA

Appendix XII

Proposed Modifications of University Residency Policy

The Committee requests the following modifications of the Regents' Residency Policy to create a uniform residency policy for men and women. The changes and additions would be in accordance with presently adopted general rules on residency, Regents Standing Order 110.2 (a), which states:

> "The residence of each student shall be determined in general accordance (emphasis added) with the rules for determining residence prescribed by the provisions of Sections 23054, 23055, 23057, and 23059 of the Education Code, and Sections 243 and 244 of the Government Code of California . . . "

1. We suggest that Standing Order 110.2 (a-3) be adopted as the model for this uniform policy:

> "Every student shall be deemed to be a resident student if he/she is a citizen of the United States or if he/she is an alien who has been lawfully admitted to the United States in accordance with all applicable provisions of the laws of the United States, who has attained his/her majority according to the laws of the State of California, and who, for a period of one year immediately preceding the opening day of a term during which he/she proposed to attend the University, has been entirely self-supporting

and present in the State of California with the intention of acquiring residence therein."

2. The definition of legal residence is summarized in the UCLA 1971-72 General Catalogue as:

". . . the combination of physical presence in California and the intention of making it one's permanent home, coupled with the relinquishment of legal residence in any other state."

We request that no portion of Government Code Section 244 be construed to deny a wife the right to legal residence separate from her husband for purposes of University fees, provided she meets all other residency requirements.

3. We request that University residency policy be amended to state that a legal resident of the State of California shall not lose such resident status by virtue of marriage to a non-resident or non-immigrant. Standing Order 110.2 (a-6) should be amended to delete the words "who lives in California."

4. We request that University residency policy be amended to state that if a husband is a resident of another state or country (regardless of his current domicile) a wife cannot be denied residency on the presumptive grounds that she does not intend to make California her home. Her residence can be changed only by the union of act and intent; neither alone is

sufficient. This recommendation, if adopted, would be an addition to the present policy and would become Standing Order 110.2 (a-8).

5. We request that the Regents Standing Order 110.2 on Matters Relating to Residency be printed in full and available for student use in the Registrar's Office. This is not to be construed as authorization for persons other than the Registrar or his designate to give advice or information on residency technicalities.